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ABSTRACT

This curriculum guide for a course on single parenting was developed for regular consumer and homemaking education classes for secondary students and for classes for adults, out-of-school youth, or single parents. The guide is based upon the essential elements identified for consumer and homemaking education and enacted in the 1985-86 school year in Texas. The guide begins with a summary table of essential elements, competencies, and subcompetencies, with essential elements listed by courses. The competencies and subcompetencies are grouped under four broad concepts that summarize the areas in which both teenage and adult single parents appear to need assistance: managing the dual role; developing parenting skills; reducing stress; and securing adequate child care. The following components are included in the curriculum: title of course; title of broad concept; essential elements; competencies; subcompetencies; concepts and generalizations; objectives; evaluation; learning activities; and teaching/learning activity masters for handouts or transparencies. Appendices include a vocabulary list and 13 references. (KC)

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Techniques for Managing Dual Roles

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SINGLE PARENT/HOMEMAKER AND WAGE EARNER:

TECHNIQUES FOR MANAGING DUAL ROLES

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TABLE OF CONTENTS

PAGE

ABOUT THIS GUIDE xv

HOW TO USE THIS GUIDE xix

I. COMPREHENSIVE HOMEMAKING I

MANAGING THE DUAL ROLE

Family Living and Parenthood

73. Clarify individual family roles. I-1
(E.E. 6, C. XIV)

73. Clarify individual family roles. I-3
(E.E. 6, C. XIV)

79. Outline the rights of family members. I-5
(E.E. 8, C. XV)

80. Explain the responsibilities of family members. I-5
(E.E. 8, C. XV)

80. Explain the responsibilities of family members. I-7
(E.E. 8, C. XV)

Home Management and Consumer Education

137. Identify the steps used in decision making. I-7
(E.E. 12, C. XXVI)

131. Identify personal priorities, goals, and standards. I-9
(E.E. 11, C. XXV)

131. Identify personal priorities, goals, and standards. I-11
(E.E. 11, C. XXV)

132. Analyze the interrelatedness of values, goals, and standards. I-11
(E.E. 11, C. XXV)

138. Describe the interrelatedness of decisions. I-11
(E.E. 12, C. XXVI)

133. Assess and distinguish between needs and wants. I-13
(E.E. 11, C. XXV)

134. Analyze priorities of needs and wants. I-13
(E.E. 11, C. XXV)

DEVELOPING PARENTING SKILLS

Child Development

1. Assess the basic needs of children. I-15
(E.E. 24, C. I)

7. Analyze various methods of guidance. I-17
(E.E. 24, C. I)

14. Assess ways to motivate the child. I-19
(E.E. 26, C. III)

17. Evaluate how the parent's career choice affects young children. I-21
(E.E. 28, C. IV)

I. COMPREHENSIVE HOMEMAKING I (continued)

PAGE

Family Living and Parenthood

85. Evaluate the effects of career choice on the family. I-21
(E.E. 10, C. XVI)

75. Distinguish factors which influence relationships with children. I-23
(E.E. 7, C. XIV)

82. Point out characteristics of families at different stages in the family life cycle. I-25
(E.E. 5, C. XV)

REDUCING STRESS

Family/Individual Health

43. Identify habits which promote personal health. I-27
(No E.E., C. IX)

45. Outline ways to meet emotional health needs of family members. I-29
(No E.E., C. IX)

Family Living and Parenthood

72. Analyze factors which influence relationships. I-31
(E.E. 6, C. XIV)

70. Analyze possible adjustments to frustration. I-33
(E.E. 3, C. XIII)

80. Explain the responsibilities of family members. I-35
(E.E. 8, C. XV)

Teaching/Learning Activities (TLA) I-37

II. CHILD DEVELOPMENT, CARE, AND GUIDANCE

MANAGING THE DUAL ROLE

24. Design routines which meet the basic needs of young children. II-1
(E.E. 12, C. IV)

DEVELOPING PARENTING SKILLS

10. Analyze factors influencing the child's development. II-3
(E.E. 7, C. III)

10. Analyze factors influencing the child's development. II-5
(E.E. 11, C. III)

13. Analyze factors influencing the child's emotional development. II-7
(E.E. 8, C. III)

35. Analyze effectiveness of various methods of guidance in supporting the development of the child. II-9
(E.E. 14, C. VI)

II. CHILD DEVELOPMENT, CARE, AND GUIDANCE (continued)

SECURING ADEQUATE CHILD CARE PAGE

25. Assess child care services. II-11
(No E.E., C. IV)

Teaching/Learning Activities (TLA) II-13

III. CLOTHING AND TEXTILES

MANAGING THE DUAL ROLE

13. **Identify factors influencing clothing selections.** III-1
(E.E. 1, C. III)
34. **Follow appropriate procedures for daily clothing care.** III-3
(E.E. 13, C. IX)
48. **Utilize consumer skills in buying family clothing.** III-3
(E.E. 6, C. XII)

Teaching/Learning Activities (TLA) III-5

IV. CONSUMER EDUCATION

MANAGING THE DUAL ROLE

50. **Combine the roles of homemaker and wage earner successfully.** IV-1
(E.E. 23, C. VII)

Teaching/Learning Activities (TLA) IV-3

V. FAMILY LIVING AND PARENTHOOD

MANAGING THE DUAL ROLE

19. **Describe financial considerations related to children.** V-1
(E.E. 10, C. III)
19. **Describe financial considerations related to children.** V-3
(E.E. 10, C. III)
25. **Compare perceptions of family roles.** V-5
(E.E. 21, C. IV)
44. **Analyze the interrelationship of employment and home life.** V-7
(E.E. 30, C. VII)

V. FAMILY LIVING AND PARENTHOOD (continued)

DEVELOPING PARENTING SKILLS — PAGE

37. **Identify support systems and services available to the family at each stage of the family life cycle.** V-9
(E.E. 24, C. V)

41. **Analyze approaches for coping with family problems and crises.** V-11
(E.E. 27, C. VI)

SECURING ADEQUATE CHILD CARE

19. **Describe financial considerations related to children.** V-13
(E.E. 10, C. III)

REDUCING STRESS

2. **Develop a positive self-concept.** V-15
(E.E. 2, C. I)

7. **Analyze ways to develop and maintain mental health.** V-17
(E.E. 2, C. I)

9. **Demonstrate sensitivity in dealing with own needs and those of others.** V-19
(E.E. 2, C. I)

11. **Analyze dating relationships.** V-21
(E.E. 8. C. II)

12. **Analyze the process of mate selection.** V-23
(E.E. 8, C. II)

22. **Analyze factors affecting relationships within the family.** V-25
(E.E. 14, C. IV)

Teaching/Learning Activities (TLA) V-27

VI. FOOD AND NUTRITION

MANAGING THE DUAL ROLE

73. **Manage time, energy, and equipment when preparing family meals.** VI-1
(E.E. 7, 8, 10, 11, C. III)

73. **Manage time, energy, and equipment when preparing family meals.** VI-3
(E.E. 7, 8, 10, 11, C. III)

Teaching/Learning Activities (TLA) VI-5

VII. HOME MANAGEMENT

MANAGING THE DUAL ROLE — PAGE

6. **Implement the management process.** (E.E. 7, C. II). VII-1
9. **Identify sources of income.** (E.E. 17, C. III) VII-3
14. **Outline ways to achieve family security.** (E.E. 19, C. III) VII-5
27. **Manage family transportation.** (E.E. 25, C. V) VII-7
28. **Manage family recreation and leisure time.** (E.E. 26, C. V) VII-9

VIII. HOUSING, HOME FURNISHINGS, AND EQUIPMENT

MANAGING THE DUAL ROLE

2. **Analyze the influence of housing on individuals and families.** (E.E. 4, 7, 8, C. I) VIII-1

Teaching/Learning Activities VIII-3

IX. APPENDICES

VOCABULALRY IX-1

REFERENCES IX-3

Note: The following courses had no Essential Elements which were appropriate for this curriculum:
Exploratory Homemaking
Comprehensive Homemaking II
Comprehensive Homemaking III
Family/Individual Health

SUMMARY TABLE OF ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

COMPREHENSIVE HOMEMAKING I

Child Development

Essential Element	Competency	Subcompetency	Page
24	I	1	I-15
24	I	7	I-17
26	III	14	I-19
28	IV	17	I-21

Clothing and Textiles

Essential Element	Competency	Subcompetency	Page
None	None	None	----

Family/Individual Health

Essential Element	Competency	Subcompetency	Page
None	IX	43	I-27
None	IX	45	I-29

Family Living and Parenthood

Essential Element	Competency	Subcompetency	Page
3	XII	70	I-33
6	XIV	72	I-31
6	XIV	73	I-1, I-3
7	XIV	75	I-23
8	XV	79	I-5
8	XV	80	1-5,1-7, I-35
5	XV	82	I-25
10	XVI	85	I-21

Food and Nutrition

Essential Element	Competency	Subcompetency	Page
None	None	None	----

Home Management and Consumer Education

Essential Element	Competency	Subcompetency	Page
11	XXV	131	I-9, I-11
11	XXV	132	I-11
11	XXV	133	I-13
11	XXV	134	I-13
12	XXVI	137	I-7
12	XXVI	138	I-11

Housing, Home Furnishings, and Equipment

Essential Element	Competency	Subcompetency	Page
None	None	None	----

CHILD DEVELOPMENT, CARE, AND GUIDANCE

Essential Element	Competency	Subcompetency	Page
7	III	10	II-3
8	III	13	II-7
11	III	10	II-5
12	IV	24	II-1
14	VI	35	II-9
None	IV	25	II-11

CLOTHING AND TEXTILES

Essential Element	Competency	Subcompetency	Page
1	III	13	III-1
6	XII	48	III-3
13	IX	34	III-3

CONSUMER EDUCATION

Essential Element	Competency	Subcompetency	Page
23	VII	50	IV-1

FAMILY LIVING AND PARENTHOOD

Essential Element	Competency	Subcompetency	Page
2	I	2	V-15
2	I	7	V-17
2	I	9	V-19
8	II	11	V-21
8	II	12	V-23
10	III	19	V-1,V-3, V-13
14	IV	22	V-25
21	IV	25	V-5
24	V	37	V-9
27	VI	41	V-11
30	VII	44	V-7

FOOD AND NUTRITION

Essential Element	Competency	Subcompetency	Page
7, 8, 10, 11	III	73	VI-1, VI-3

HOME MANAGEMENT

Essential Element	Competency	Subcompetency	Page
7	II	6	VII-1
17	III	9	VII-3
19	III	14	VII-5
25	V	27	VII-7
26	V	28	VII-9

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

Essential Element	Competency	Subcompetency	Page
4, 7, 8	I	2	VIII-1

ABOUT THIS GUIDE

INTRODUCTION

The concepts upon which this guide is based were derived from a combination of a review of current literature on single parents and a research study of Texas single parents. From the literature review an extensive list of needs, concerns, and tasks of single parents was compiled. Few studies on teen single parents exist; therefore, the information obtained from the literature review dealt primarily with adult single parents. In order to determine if single parents in Texas perceived their needs and problems in similar ways, research was conducted with a statewide sample of 153 single parents (approximately half of the parents were teens and half were adults). The single parents responded to a questionnaire which had been developed with the assistance of an advisory committee of Texas home economics educators and subject matter specialists. The questionnaire was designed to solicit responses from single parents regarding their parental responsibilities, job/school demands, and the stresses of combining the dual role of single parent/homemaker and wage earner or student. Results from this study guided the identification of essential elements, competencies, and subcompetencies from the *Texas Instructional Framework for Vocational Home Economics Education* which are addressed in this competency-based curriculum.

LITERATURE REVIEW

An important general conclusion from the literature review was that single parents are not a homogeneous group. Existing in all social classes, single parents are present in every racial and ethnic group and in age groups from early teens to over 50. They become single parents through out-of-wedlock births, divorces, separations, desertions, deaths, incarcerations, or single parent adoptions. Their families differ in their resources, motivations, and opportunities.

The literature review revealed that in spite of the diversity of life circumstances, the various lifestyles that single parent families adopt have some commonality fostered by the common tasks society assigns to parents. Two important roles of any parent are financial supporter and child caregiver. In the case of the custodial single parent, he or she is the adult immediately responsible for feeding, clothing, sheltering, nurturing, and socializing minor children in the home. The way in which the parent carries out this dual role depends upon how effectively job and family responsibilities are coordinated. Financial support, child care, and household maintenance are concrete tasks involving time and energy expenditure. These tasks account for a large proportion of the waking life of both adults in a two parent family. In the single parent family, the inevitable task overload requires the parent to develop the job skills, organizational management style, and necessary support networks to successfully accomplish these tasks on his or her own (Espinoza, 1983).

According to Barry (1979), the stresses of adjustment to an independent single parent family lifestyle require the custodial parent to understand and accept that the parent-child relationship will need to be defined clearly, that "positive parenting" requires conscious effort on the part of both parents, and that the role of the noncustodial parent needs to be clarified and readjusted as the child(ren) grow older. Briggs and Walters (1985), in research on stress manifested in single parents, found that the interpersonal relationships of custodial parent were hampered by continuing anger toward the noncustodial parent, their overreliance on their child(ren) for emotional support, and psychological depression caused by role overload.

The research indicates that single parents view themselves as knowledgeable and capable in many of their parental responsibilities, but their knowledge may be limited. Single custodial

fathers, according to Smith and Smith (1981) viewed themselves as knowledgeable about child development, despite the fact that knowledge tests indicated that they lacked accurate information about normal child development and behavior and that they did not report that they sought information about parenting through educational programs or by reading books about children. Based on their tests and observational research of preschool age children of single parent families, Crossman and Adams (1980) concluded that these children had poorer vocabulary skills and were more aggressive, anxious, fearful, and distractible than children from two parent families. Yet, the single mothers of the preschool children interviewed by Crossman and Adams reported that they viewed themselves as very involved in their children's lives and effective in their childrearing behavior. It is possible that single parents simply cannot eliminate some of the problems their children experience as a result of not having the presence of another parent in the home on a daily basis. On the other hand, the development of more effective parenting skills may help single parents to anticipate problems which may arise for their children and to use parenting techniques which will improve their children's self-concepts and sense of security.

RESEARCH STUDY

The Texas sample of single parents reflected a broad range of ages (14 to 52) and of ethnic and racial backgrounds. Seventy-four of the respondents were teen single parents and seventy-nine were adults, age 20 and over. Approximately 30 percent of the respondents were Black, 48 percent were White, and 20 percent were Hispanic. The majority of the single parents (67 percent) had only one child, but about 20 percent had two children and 12 percent had three or more children. Employment status varied, with nearly 42 percent having full-time jobs, 24 percent with part-time jobs, and 35 percent were unemployed. The incomes (including child support and supplemental support from relatives/friends or government funds) ranged from under $500 per month (41 percent) to over $2000 per month (7 percent), with an average income of $1282 per month.

Of the teen single parents, 97 percent were students, full-time (81 percent) or part-time (16 percent). The highest level of education completed by the adults ranged from less than a high school diploma to advanced graduate degrees. Only five percent of the adults had not completed high school. Another 19 percent of the adults were high school graduates and 32 percent had completed some college. Twenty-five percent had bachelor's degrees and over twelve percent had graduate degrees. Sixteen percent of the adults were part-time or full-time students.

Several aspects of the task of managing the dual role of single parent/homemaker and wage earner or student were of concern to both the adults and teens in the sample. The adult single parents were most dissatisfied with their ability to handle the management of money, personal energy, and time. The teens also were dissatisfied with their management of money, energy, and time, but to a lesser extent than were the adults. When asked which were the most difficult tasks to handle, 40 percent of the adults said "managing money" was their most difficult task, while only 14 percent of the teens cited money management as a source of difficulty. Of the ten concerns related to child care arrangements included in the questionnaire, cost was the source of the most dissatisfaction for both the teen and adult groups.

The teens indicated more dissatisfaction with their ability to handle job-related issues than the adults. "Getting a job," "finding a job with hours that meet my needs," and "having adequate transportation" were tasks that caused greater dissatisfaction for the teens. The adults were more concerned than the teens with household management issues. "Organizing housekeeping" and "getting child(ren) to do housekeeping" were among the greatest sources of dissatisfaction among the adults. This difference in focus for the teens and adults may have been a reflection of the fact that a larger percentage of the adults had full-time jobs, had children who were of an age that would allow them to assist in household management, and were living independently (unlike 80 percent of the teens, who were living with a parent, another relative, or an unrelated adult).

Managing personal and family relationships, including handling the responsibilities of the parental role, were high priority concerns of all of the single parents. In this, the research study of Texas single parents supported the findings from other research on single parents.

The adult single parents in the Texas study indicated lower satisfaction with their ability to help their children adjust to being a part of a single parent family. Among their most difficult tasks, the adults identified "defining the role of child(ren)'s other parent" and "handling conflict with child(ren)'s other parent." In addition, many of the adults indicated that disciplining children was a very difficult task for them. Similarly, the teens reported that three of their most difficult tasks were "building a relationship with the child(ren)'s other parent," "handling conflict with the child(ren)'s other parent," and "handling conflict with the other parent's relatives." Both the adult and teen parents indicated that they had more difficulty with personal relationships, including establishing friendships, having a social life, and dating.

The majority of the Texas single parents indicated satisfaction with their understanding of the physical, intellectual, and emotional needs of their children. In addition, the teens were very satisfied with their ability to handle the task of "building a relationship with my child(ren)." In terms of the daily care of their families, both the teens and adults indicated that they were satisfied with their ability to handle keeping their children safe, dealing with emergencies, and knowing about the nutritional needs of their families. The teens also were very satisfied with their handling of food preparation and clothing care, although the adults did not report that they were highly satisfied with how they handled these tasks.

The adult single parents in the Texas study indicated that "handling stress" was one of their most difficult tasks. Both the teens and adults were less satisfied with their own ability to handle stress in their lives. When single parents learn to be realistic in their expectations for themselves, their children, and other important people in their lives; when they anticipate stressful events and plan to prevent or reduce the stress caused by the event; and when they learn management strategies that permit the reservation of the scarce personal resources of time, energy, and money, their levels of stress may be reduced.

BROAD CONCEPTS

Managing the dual role, developing parenting skills, and *securing adequate child care* were included as three of the broad concepts addressed in the curriculum because the related tasks were found to be of concern to the single parents studied in Texas or the literature review indicated that many single parents need education to help them perform particular tasks or roles more effectively. The fourth broad concept, *reducing stress,* was addressed because research on single parents has found consistently that the ability of the single parent to deal with the demands of his or her roles and responsibilities is affected by the level of stress the parent can handle on a long-term basis.

ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

Although all persons can gain from education which addresses the four broad concepts included in this curriculum guide, single parents and those who may someday become single parents have a unique need to develop techniques which allow them to successfully perform the dual role of single parent/homemaker and wage earner. The essential elements, competencies, and subcompetencies addressed in the curriculum were selected because they were related to some important aspect of the single parent's roles and responsibilities. Competencies from several consumer and homemaking courses were not included in the curriculum. They were not included because either the competencies were not stated at sufficient depth to warrant specific attention to the single parent's role in addressing them, or they did not appear to require additional learning activities dealing with unique single parent concerns.

CONCLUSION

The research reported in current literature and the findings from the research study conducted in conjunction with the development of this curriculum provided it with a research-based foundation. The subject matter of vocational home economics education provides it with the practical knowledge and skills that will help single parents develop the competencies to carry out their important responsibilities.

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HOW TO USE THIS GUIDE

ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

This guide can be used in two types of classes: regular Consumer and Homemaking Education classes and classes for adults, out of school youth, or special classes for single parents. The guide is based upon the essential elements identified for Consumer and Homemaking Education and enacted in the 1985-86 school year (19 Texas Administrative Code, Chapter 75). In addition to the essential elements, competencies and subcompetencies listed in the *Instructional Framework: Essential Elements and Basic Competencies for Vocational Home Economics Education in Texas* are addressed in this guide.

SUMMARY TABLE OF ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

Following the Table of Contents is a Summary Table of Essential Elements, Competencies, and Subcompetencies which can be used to locate a specific essential element, competency, or subcompetency. The essential elements are listed by courses in descending numerical order.

GROUPINGS OF COMPETENCIES AND SUBCOMPETENCIES

The competencies and subcompetencies are grouped under four broad concepts which summarize the areas in which both teenage and adult single parents appear to need assistance. These are:

Managing the Dual Role

Developing Parenting Skills

Reducing Stress

Securing Adequate Child Care

WAYS TO USE THIS GUIDE

Secondary school teachers should use the information in this guide to support regular classroom teaching based upon the essential elements. This guide does not cover content which should be taught in a regular course. The essential elements, competencies, and subcompetencies addressed in this guide are those which are unique to the needs of single parents. It is assumed that the basic information has already been covered in the class and that the teacher desires to incorporate teaching/learnings about the needs of single parents. Although the majority of students will not be single parents at the present time, they may experience that state at some time in their futures. As a result, as single parents/homemakers and wage earners, they should be prepared for managing the dual roles.

Teachers of adults, out of school youth, or single parents in special classes should use the guide by broad concepts. For example, the teacher could select the broad concept, Managing the Dual Role, and could teach all the essential elements, competencies, and subcompetencies related to that broad concept. This would cut across the various courses and provide an intensive study of that broad concept.

COMPONENTS OF THE CURRICULUM

The curriculum is organized so that the user will be able to use it with only the assistance of a textbook for content. The following components (listed in the order in which they appear in the guide) are included in the curriculum:

Title of course--located in the upper left corner on each page

Title of broad concept--competencies and subcompetencies are organized according to four broad concepts (see listing above)

E.E.--number of essential element as given in the *Instructional Framework* followed by the statement of the element

C.--number of competency as given in the *Instructional Framework* followed by the statement of the competency

sc.--number of subcompetency as given in the *Instructional Framework* followed by the statement of the subcompetency (subcompetencies which are in bold faced type in the *Instructional Framework* are in bold faced type in this guide)

Concepts and Generalizations--topics and suggested outcomes are stated

Objectives--written in behavioral form with number of subcompetency to which each relates in parentheses

Evaluation--at least one evaluation procedure for each objective is stated (this may be a test question or another type of evaluation)

Learning Activity--every objective has at least two learning activities which will assist the students in reaching the objective

TEACHING/LEARNING ACTIVITY (TLA)--masters for handouts or transparencies which support the learning activities

AVOIDANCE OF SEX BIAS AND SEX STEREOTYPING

The materials are free of sex bias and sex stereotyping. Both fathers and mothers are included in the examples of single parents. No sexist language is used throughout the guide.

USE BY HANDICAPPED INDIVIDUALS AND DISADVANTAGED INDIVIDUALS

The activities included in this guide may be used with all individuals. None are exclusive to any one particular group.

VOCABULARY LIST

A vocabulary list is located in the Appendices. This list contains words which are italicized in the learning activities as well as other words which may be helpful to the learners. These are included to assist students who have limited English proficiency.

REFERENCE LIST

A list of references which may be helpful to the teacher is included in the Appendices.

COMPREHENSIVE HOMEMAKING I

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 6. Describe how behavior affects the rights and privileges of others.
C. XIV. Assess relationships with others.
sc. **73. Clarify individual family roles.**

CONCEPT(S) AND GENERALIZATION(S):

Family and Work Roles
In single parent families, the conflicting demands of family and work roles of the custodial parent may cause role strain.

No two families are alike in their concepts of roles of family members; therefore, expectations, responsibilities, and relationships will differ in every family.

OBJECTIVE(S):

1. Relate the single parent's daily performance of tasks to carrying out roles in family, work, and other areas of activity conducted to fulfill own needs and those of a child. (sc-73)

2. Describe the extent to which various roles of the single parent demand time and energy. (sc-73)

EVALUATION-Objective 1:

Write a paragraph describing a minimum of three roles of a single parent. Explain how individual roles of the single parent affect the lives of other family members, especially in meeting the needs of a child.

EVALUATION-Objective 2:

Identify one family role which probably demands more time and energy from a single parent than from a parent in a two parent family because of the lack of immediate support or assistance of other adults in the household. Describe how a custodial single parent might fulfill this role without neglecting his or her own needs.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Begin this activity by defining the terms *task, role, custodial single parent, and noncustodial single parent* (see vocabulary list). Have students complete the activity by imagining what their tasks and roles might be if they had a one year old child. If you have students in your class who are parents, have them compile the list of daily tasks by listing the tasks they do in a typical weekday. Alternately, they could interview a custodial single parent to compile a list of tasks required in an average weekday.

Student Directions:
In a vertical column on a sheet of paper, make a list of all of the major tasks a custodial single parent does in a typical weekday, from early morning until bedtime. Include the things a single parent must do for himself or herself, for a child, for other people in the household, for friends, and in doing a job and/or going to school.

When you have completed the list of tasks, write following each the roles which were performed in doing each task. For example, when he or she is dressing child(ren), a parent is performing the role of child caregiver. When making yourself a sandwich to eat for lunch, the role being performed is that of self caretaker. When doing the family laundry, the role is that of housekeeper. When working at a job, the role is employee. Other roles which might be listed are sister or brother, son or daughter, friend, financial supporter, consumer, or student.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
This activity is intended as a follow up to the completion of the list of tasks and related roles in the previous activity.

Student Directions:
In a small group, discuss with other students the various roles single parents must play and the number and kinds of tasks which must be carried out to conduct the role. Identify the roles which demand a great deal of time and energy. Rank order the roles according to the level of effort required to conduct them effectively on a regular basis. Next, think about what your life might be like in five years if you were a single parent. Discuss the ways in which your tasks and roles may have changed due to changes in your job or living situations, changes in child(ren) in a five year period of time, and new personal responsibilities which a custodial single parent may have when his or her child(ren) reaches school age.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 6. Describe how behavior affects the rights and privileges of others.
C. XIV. Assess relationships with others.
sc. **73. Clarify individual family roles.**

CONCEPT(S) AND GENERALIZATION(S):

Family and Work Roles
The way in which the custodial parent, noncustodial parent, and other adults in the household perceive their roles as parents, child caregivers, homemakers, and wage earners affect the well-being of the family as a whole and the sense of security of the child(ren).

OBJECTIVE(S):

1. Identify individual family and work roles of the custodial parent, the noncustodial parent, and other adults who are involved in helping single parents perform their roles effectively as parents. (sc-73)

EVALUATION-Objective 1:

a. Describe a role of a custodial parent and list two tasks which the parent must perform for his or her child on a regular basis that demand a great deal of personal time and energy.

b. Describe a role of a noncustodial parent and list two tasks which the parent might perform for his or her child on a regular basis that would assist the custodial parent to meet a need of a child in a single parent family.

c. Describe a role of an adult other than the parents (such as a grandparent, aunt or uncle, sister or brother, or a nonrelative) who may help the parent with meeting the needs of the child(ren) in a single parent family. Identify some ways other adults can appropriately help custodial single parents in performing their work and family roles.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
If you have not already done so, define the terms *task, role, custodial single parent, and noncustodial single parent* (see vocabulary list). Divide the class into four small groups and assign one group to discuss the tasks and roles of the custodial single parent, one group to discuss the tasks and roles of the noncustodial single parent, one group to discuss the tasks and roles of relatives who may live with or near a single parent family, and one group to discuss the tasks and roles of nonrelatives who do not live with the family but may help the custodial single parent.

Student Directions:
Make a list of the major roles which the person(s) you have been assigned must fulfill in order to help the single parent family meet the basic needs of its members. Add to the list additional roles which may appropriately be fulfilled by the person(s) in or for some single parent families. For each role, identify one or two tasks associated with the role which need to be done on a regular basis so that the role can be fulfilled adequately. Have a group representative present the roles and tasks from your group's list to the whole class. Discuss the following questions: Does everyone in class agree that the roles identified by each group are appropriate for the custodial parent, noncustodial parent, relative, or nonrelative to perform for the single parent family? Who determines who should fulfill certain roles for single parent families? What would happen if the custodial single parent would not or could not fulfill a required role for his or her family? What would be the effects on the family (especially on the child) and on other adults, such as the noncustodial parent or adult relatives and friends, if the custodial single parent did not fulfill an important role adequately?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
This activity deals specifically with the wage earner/financial supporter role of custodial and noncustodial parents. You may wish to begin this activity with some background information about state legal requirements regarding the responsibilities of custodial and noncustodial parents to meet the financial needs of their children. Also, be ready to provide your students with estimates of starting salaries (average annual) for various occupations.

Student Directions:
A role which all parents must fulfill for their children is that of financial supporter. Even if the parent is not a wage earner (by choice or by circumstance), financial support must be obtained to meet the needs of the child(ren) for adequate food, clothing, shelter, and proper care when the parent is not there to provide it. Pair with another student in your class and imagine that one of you is a custodial single parent and the other the noncustodial parent of two children, ages three and six. Identify major items which would have to be paid for in an average month for these children, including their shelter needs. Estimate the minimum amount the parents would have to contribute financially to provide these items. Next, each of you should identify a job which you would like to have and determine the probable monthly salary for that job. (Ask your teacher for this information, or get salary information from the employment service or the classified ads in your newspaper.) Determine the amount from their salaries which each parent should contribute to the support of the children, keeping in mind that each parent will need to have enough money to support themselves (and any other dependents, such as a new spouse or child). When you have agreed upon how much the custodial and noncustodial parent will contribute, share the amounts with others in your class by listing the agreed upon amounts on the board under the headings "Custodial" and "Noncustodial." Compare the amounts listed by each pair of students. Discuss the choices the custodial parent has if the noncustodial parent cannot or will not provide his or her share of the financial support for the child(ren). Are there other adults to whom the custodial parent could turn for financial help in an emergency? Who, other than the parents, should have financial responsibility for caring for the children of a single parent family?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 8. Outline the rights and responsibilities of family members and families.
C. XV. Analyze family roles and functions.
sc. **79. Outline the rights of family members.**
sc. **80. Explain the responsibilities of family members.**

CONCEPT(S) AND GENERALIZATION(S):

Basic Rights and Responsibilities of Family Members
Regardless of whether the family is headed by one parent or two parents, it is expected by society to provide for the meeting of basic physical and psychological needs of its members; to foster affection, understanding, feelings of responsibility, and respect and consideration within the family and in relationships with other people; and to assist in preparing the individual for a meaningful existence in society.

The family is legally responsible for the care and rearing of its children and for the welfare of its members.

Some functions of families are partially carried out through special community or government agencies, but the basic responsibilities still rest within the family.

OBJECTIVE(S):

1. Examine the reciprocal rights and responsibilities of individual family members, the family as a whole, and the community for meeting the needs of individuals in a single parent family. (sc-79, 80)

EVALUATION-Objective 1:

If the custodial single parent in a family became disabled and could not work or care adequately for his or her child(ren), to what sources of assistance could the parent turn to meet the needs of the child(ren)? List three specific needs that would have to be met and at least one family and one community or governmental source of assistance which may offer appropriate support.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Have students develop a list of needs for a one year old child. If there are students in your class who are parents, have them think of the needs of one of their children to complete this activity.

Student Directions:
On a sheet of paper make two lists of needs: one titled "A Single Parent's Top Ten Needs" and another titled "A Child's Top Ten Needs." Following each of the needs, list the person or persons who are responsible for meeting it. For some needs on your list identify more than one responsible person or an agency or institution (such as the school or day care center) which gives help in meeting that need. Examine the single parent's list and the child's list. Can a child help to meet any of the needs of his or her parent?

Have a class discussion about the needs of persons in single parent families which are difficult to fulfill because of the limited sources of assistance available to single parents. Identify the needs which could be met in satisfactory ways through some other means. Are there some for which there are no satisfactory alternatives?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use the worksheet "Community Resources Survey" (TLA 1) for the students to complete this activity.

Student Directions:
Study the list of possible single parent family needs or concerns in column one of the "Community Resources Survey" (TLA 1). Contact groups or agencies dealing with the concerns or needs and gather information about their services. Sources of possible contacts might be the local telephone book, a high school counselor, community social services agency, medical clinics, a community mental health clinic, family counselors or therapists, religious organizations, or the Parents Without Partners organization. If the source of assistance is an agency or organization which has an office you can visit, list its address, telephone number, and hours. Compile a community directory and as a class discuss what services are not being provided in your community, or in nearby communities, for single parent families.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, SUBCOMPETENCIES

E.E. 8. Outline the rights and responsibilities of family members and families.
C. XV. Analyze family roles and functions.
sc. **80. Explain the responsibilities of family members.**

E.E. 12. Develop a personal decision-making procedure.
C. XXVI. Use decision making procedures.
sc. **137. Identify the steps used in decision making.**

CONCEPT(S) AND GENERALIZATION(S):

Basic Rights and Responsibilities of Family Members
Regardless of whether the family is headed by one parent or two parents, it is expected by society to provide for the meeting of basic physical and psychological needs of its members; to foster affection, understanding, feelings of responsibility, and respect and consideration within the family and in relationships with other people; and to assist in preparing the individual for a meaningful existence in society.

The family is legally responsible for the care and rearing of its children and for the welfare of its members.

OBJECTIVE(S):

1. Explain potential ways in which mothers and fathers can fulfill the responsibilities of parenthood when one parent does not live with the family. (sc-80)

2. Demonstrate the use of the decision process in relation to parental responsibilities by considering and ordering alternatives. (sc-137)

EVALUATION-Objective 1:

List three responsibilities of a noncustodial parent to his or her children. Describe a way the parent could fulfill each responsibility without causing difficulties in the relationship between the custodial parent and the child(ren).

EVALUATION-Objective 2:

Explain how a single parent can address problems that result from having sole responsibility for the custodial care of her or his child(ren) by listing two alternative courses of action which a custodial single parent might identify for addressing the following decision-problems:

a. A nine-year-old, hearing impaired child who needs special tutoring after school and the child's mother has a job that prevents her from taking the child to the tutoring sessions.
b. A single parent father and his two preschool-age children moved to a small town where he has taken a new job. There is no day care center in the town, and the father does not know anyone living there who can care for the children while he is at work.
c. A single parent mother is a physician and must work hospital early shifts (7 a.m. to 3 p.m.) on Saturdays and Sundays. Although she has a dependable caregiver for her children, ages three and five, the caregiver lives several miles out of town and does not have a car. The children want to begin attending Sunday School at a church in town.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Use the case studies in TLA 2 for this activity. This activity should be followed by the class discussion questions in the next learning activity (below).

Student Directions:
Read case studies one through three (TLA 2) and consider possible ways the parents might handle their situations. If these were problems you had to face, what would you do? Write a brief description (two or three sentences) of what you would do if you had to decide on a course of action in each situation. Discuss the case studies with friends or family members who may have different opinions about how each single parent should handle his or her responsibilities. Consider the reasons why other people have different opinions about what single parents' responsibilities are and what they should do to deal with their problems.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
This activity is intended as a follow up to the completion of the self-study of the case studies in the previous activity.

Student Directions:
In a small group, choose one of the case studies and share your suggestions for solutions with one another. Complete the worksheet "What Should Be Done?" (TLA 3) as a group, selecting two alternatives which represent very different approaches to the problem. Try to come to an agreement within your group about which of the two is the better alternative.

Share your group's decision and ideas with other students in your class. Have a class discussion about the following questions: Are some family problems easier to make decisions about than others? What factors influence decision making for a parent when it comes to meeting their parental responsibilities and addressing their child(ren)'s emotional or physical needs? Do you think single parents have more difficulty than two parent families in fulfilling their parental responsibilities or making decisions which affect their children? What makes the decision making process more or less difficult for single parents? Should single parents turn to other adults to assist in making decisions about problems having to do with their children? Who might appropriately assist in making these decisions?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 11. Identify the meaning and elements of management.
C. XXV. Identify the elements of management.
sc. **131. Identify personal priorities, goals, and standards.**

CONCEPT(S) AND GENERALIZATION(S):

Factors Influencing the Use of Resources
Personal values affect how one uses available resources.

Some of the most influential values are held unconsciously.

Values serve as guides for the selection of goals and for decision making.

OBJECTIVE(S):

1. Describe values and goals as they relate to single parent decision making. (sc-131)

EVALUATION-Objective 1:

List four values that might be important in helping a single parent make decisions and set goals. Describe how these values could guide them in performing major roles and responsibilities as a custodial single parent.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use the handout, TLA 4, for this activity. Tell students that their responses are strictly personal and they will not be required to share them with other students unless they want to do so.

Student Directions:
Complete "Why Did I Do That?" (TLA 4). When finished, think about your answers.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
In order to maintain the confidentiality of the students' responses for this activity, suggest that they write their responses to the questions in this activity rather than sharing them in class. Alternately, if your students are comfortable with sharing their feelings and attitudes with each other, you could lead a discussion in which students could volunteer their responses to the questions below.

Student Directions:
When the totals in each value column from the table in TLA 4 have been tallied, write a few sentences to respond to the following questions in class: What values were reflected most frequently in your list of activities? Which of the values seem to be tied to your roles (such as parent, family member, student/employee, or friend)? Do you expect that the values you hold now will be equally as important to you as you become older? If you are a single parent or if you became a single parent someday, do you think that your values will change? Which values do you think would be most affected by having the responsibilities of single parenthood?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, SUBCOMPETENCIES

E.E. 11. Identify the meaning and elements of management.
C. XXV. Identify the elements of management.
sc. **131. Identify personal priorities, goals, and standards.**
sc. 132. Analyze the interrelatedness of values, goals, and standards.

E.E. 12. Develop a personal decision making procedure.
C. XXVI. Use decision making procedures.
sc. 138. Describe the interrelatedness of decisions.

CONCEPT(S) AND GENERALIZATION(S):

Factors Influencing the Use of Resources
Personal values affect how one uses available resources.

Some of the most influential values are held unconsciously.

Values serve as guides for the selection of goals and for decision making.

OBJECTIVE(S):

1. Describe personal desires, expectations, and satisfactions in relation to the values of financial security, nature and quality of living conditions, level of own education/training, and job/career status and security. (sc-131, 132)

2. Explain how the single parent role affects personal values, decision making procedures, and the setting and attainment of individual and family goals. (sc-132, 138)

EVALUATION-Objective 1:

Teacher Note: Check for completeness of student responses to TLA 5 in the learning activity.

EVALUATION-Objective 2:

1. Name two decision areas that single parents indicate they have particular difficulty in addressing, and explain why being a single custodial parent may affect one's values, decisions, and goals related to each of those decision areas.

2. List the steps in the decision making process and, using these steps, describe how a single parent might decide what to do in the following case study:
A widowed father has a five year old daughter and an eight year old son to care for by himself. The children come home from school at 3:45, but he is unable to leave work until 6:00. He is concerned about leaving the children home alone after school because the boy is somewhat irresponsible and the children argue occasionally. He has very limited money to pay for after school care, and he is not sure that the one after school care program in their small town will provide the children with what he considers to be good adult "role models." He wants the children to be exposed to an adult caregiver who will serve as a "second parent" to the children and model good values and behaviors. They have no relatives in the town.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Prior to beginning this activity, present a mini-lecture on the process of decision making. List the following steps of a decision making procedure on the board and give definitions and an example of the steps a single parent might follow when making a decision about a problem, such as what to do when the child's usual caregiver is ill and unable to care for the child on a day when the parent is supposed to go to work. The steps to emphasize in the decision making process are as follows:

1. recognizing a decision-problem
2. recognizing value components of a situation
3. considering and clarifying alternatives
4. predicting consequences
5. analyzing actions and accepting consequences
6. initiating and evaluating actions

Use TLA 5 as the basis for this activity.

Student Directions:
Complete the table, "How Decisions Are Made" (TLA 5). Discuss the following questions in class: Why do some decisions require more thought and study than others? Do the decisions people make and the way in which they make them reflect their values? How can you tell what values are reflected in a decision, such as a single parent's decision to move from his or her parents' home into a place where the single parent and child(ren) can live independently? What are the sources of information or assistance a person might seek in order to investigate each of the decisions which most of the people in the class rated in the "4" or "5" categories? Which of these sources provides better or more reliable information or assistance in coming to a decision?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Begin this activity by explaining to students that many single parents indicate that their most difficult decisions (other than those related to caring for their child) have to do with handling money, finding an acceptable place to live, and getting a job which provides an income that can be depended upon to meet family financial needs.

Student Directions:
From the list of decisions on the table you completed in the previous activity (TLA 5), choose one decision that would be affected by a single parent's values or goals related to financial security. On a sheet of paper, list the decision under the heading, "Value: Financial Security." Allow space below to write a few sentences. Similarly, choose a decision that would be affected by the single parent's values or goals having to do with finding acceptable living conditions. List the decision under the heading: "Value: Acceptable Living Conditions." Add a third decision to your list that relates to one's values or goals about securing adequate education or training. List the decision under the heading: "Value: Adequate Education/Training." Finally, select a decision that has to do with obtaining a job that provides a desirable level of status and security. List the decision under the heading: "Value: Job/Career Status and Security."

In the space you provided below each heading on your page, write a brief description of how you would decide what to do about the decision you listed. Consider your own desires and expectations about the related value. What results would you expect from the decision you made? In a small group, discuss what differences there might be between the decisions made by a single parent and those of a person who does not have parental responsibilities.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 11. Identify the meaning and elements of management.
C. XXV. Identify the elements of management.
sc. **133. Assess and distinguish between needs and wants.**
sc. 134. Analyze priorities of needs and wants.

CONCEPT(S) AND GENERALIZATION(S):

Factors Influencing the Use of Resources
The changes in the circumstances accompanying family life stages influence the availability of resources and the demands made upon them.

Failure to distinguish between needs and wants can result in ineffective allocation and use of available resources.

OBJECTIVE(S):

1. List and analyze important needs and wants for a single parent and a child in a single parent family over time. (sc-133, 134)

EVALUATION-Objective 1:

Use the following case study as the basis for answering the questions which follow:

Joe, age 19, is a single, noncustodial parent who has been meeting his financial responsibility to his three-year-old son by making a child support payment each month for his care. He believes he should continue to be a supportive father, both financially and emotionally, to his son until he is grown. Joe has been working 60 hours every week at two jobs (both of which are rather low paying) that he got after he graduated from high school. Neither job seems to have much of a future for him. He wants to earn more money so he can take care of his son and so he can buy some of the nice things he wants. He knows he needs more training or education to get a better paying job, but that means he may not be able to earn as much money and continue to make his child support payments for awhile.

a. Describe one of Joe's needs and one of Joe's wants in relation to fathering his child.
   Need:
   Want:
b. Identify two of Joe's son's needs which are being met currently by his father. Identify two needs Joe's son will have when he is 8 years old, 13 years old, and 18 years old which his father could help to meet through his financial contributions to his son's care.
   The child's current needs (3 years old):
   The child's needs when 8 years old:
   The child's needs when 13 years old:
   The child's needs when 18 years old:
c. Explain how Joe can analyze his own wants and needs and those of his son to decide what to do. In your view, whose needs are more important--Joe's or those of his son? Why?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
This activity is designed to encourage single parents to examine how their own wants and needs are affected by those of their child(ren). Have students imagine that they currently are parents of a one year old child as they complete the worksheets. If you have single parents in your class, have them complete worksheets for their child(ren).

Student Directions:
Single parents' needs and wants probably will change as they set and achieve new goals, as they decide whether they are satisfied with the decisions they have made, and as they and the people who are important in their life grow and change over time. Even though it is difficult to predict how things will change in the future, single parents may be able to do some planning by thinking about what they will need and want (and what their child may need and want) as they get older. Pretend that you are a single custodial parent with a one year old child. Complete TLA 6 as directed.

When you have finished TLA 6, complete all three parts of TLA 7 to predict what the single parent's and the child's needs and wants could be when the child is 6 years old, 11 years old, and 16 years old. Discuss your responses with the class.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
After the students have completed their charts, have them compare the wants and needs at each point in time. Divide a large blackboard or use separate large newsprint pages to have each student list one personal need and one personal want for each time period. Encourage students to discuss the questions about personal needs and wants below. When they have completed this discussion, have them list on the blackboard or newsprint page one need and one want of a child (indicating the age of the child in parentheses after the listed need or want). Have them discuss the questions below.

Student Directions:
On a large blackboard or separate large newsprint pages, list the first need and want from your worksheets for each time period. Discuss with the class, similarities and differences in the items listed. Do people's needs or wants vary greatly or do you have many items in common on your lists? Why do these similarities and differences exist? Does the single parent role affect the items you placed on your lists? Why or why not?

When you have discussed personal needs and wants of single parents, do a similar class comparison of how you expect child's needs and wants to change as he or she grows older. After examining the needs and wants everyone from the class has listed, discuss the similarities and differences in the items listed. Do the predicted needs and wants of children differ from class member to class member, or are they very similar? What needs are the most important for all children from the list? What can a single parent do when it is impossible to fulfill an important want or desire of a child?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 24. Evaluate care techniques which meet the basic needs of children including nutrition, health and safety, selection and care of clothing, housing, and various methods of guidance.

C. I. Evaluate care techniques which meet the basic needs of children.

sc. **1. Assess the basic needs of children.**

CONCEPT(S) AND GENERALIZATION(S):

Needs of Children
Single parents are responsible for meeting the needs of their child(ren) and for providing for their safe and healthy development.

OBJECTIVE(S):

1. Summarize the aspects of meeting child(ren)'s needs in a single parent family. (sc-1)

EVALUATION-Objective 1:

Point out the needs of a child and the difficulties that a single parent might experience in relation to the following situations:

◊ providing a safe home
◊ planning and preparing nutritionally adequate meals
◊ handling medical emergencies such as an injury
◊ providing an emotionally secure environment

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Discuss health and safety needs, nutritional needs, housing needs, clothing needs, and emotional needs of children in single parent families. Examples might include providing healthy foods, securing safe and affordable housing, obtaining immunizations for young children, handling medical emergencies such as high fevers during the night, or helping child(ren) adjust emotionally to a single parent family. Divide students into groups. Have half the groups illustrate (poster, role play, newspaper article, etc.) inappropriate ways for a single parent to meet one of the needs of children which has been discussed. Have the remaining groups illustrate appropriate ways for a single parent to meet the needs of children.

Student Directions:
In your group, choose one basic need of children which has been discussed in class. Plan a method for presenting to the class an appropriate or inappropriate way of meeting the need.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Divide the chalkboard or a transparency into the categories of health, nutrition, housing, clothing, and emotional needs of children. Have class list as many specific needs as they can under each category.

Student Directions:
Discuss the following questions in relation to the categories listed on the board. How can a one parent family successfully meet all the responsibilities in the categories? Can other individuals play roles in meeting needs of children?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Have students design a poster around the theme, "Basic Needs of Children in Single Families." Discuss posters with class.

Student Directions:
Make a poster entitled "Basic Needs of Children in Single Parent Families." Use pictures from magazines, articles from the newspaper, drawings, or words that illustrate basic needs of children. Include the areas of health, nutrition, housing, clothing, and emotional needs of children. Discuss your poster with an emphasis on ways in which single parents might find difficulty in meeting these needs. What can single parents do in order to successfully meet the needs of their child(ren)? Do children in single parent families have some needs which children in two parent families do not have?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 24. Evaluate care techniques which meet the basic needs of children including nutrition, health and safety, selection and care of clothing, housing, and various methods of guidance.

C. I. Evaluate care techniques which meet the basic needs of children.

sc. **7. Analyze various methods of guidance.**

CONCEPT(S) AND GENERALIZATION(S):

Child Guidance
Single parents must make decisions about the guidance of their child(ren) without assistance or support from the other parent.

For any parent, knowledge of growth and development patterns helps parents understand responsibilities and roles of guidance, and maintain realistic expectations of children's capabilities.

OBJECTIVE(S):

1. Identify and discuss appropriate guidance for the developmental stages of infancy, toddlers, preschoolers, school age children, and adolescents emphasizing the particular problems of a single parent. (sc-7)

EVALUATION-Objective 1:

For the following situations describe an appropriate guidance technique:

a) A toddler breaks a lamp at grandparents' house.
b) A two year old bites classmates at day care.
c) An adolescent has difficulty handling an allowance.
d) An elementary age child does not cooperate with housekeeping tasks.

In these situations, how might being a single parent effect the decision and implementation of guidance techniques?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Prepare and give a lecture with the following information:
Define guidance. Discuss guiding children through methods of positive reinforcement, redirecting, and the preparation of the environment. Provide information on the developmental stages of children using information from a child development textbook. Describe developmentally appropriate guidance. For example, an infant may respond to redirecting; whereas, a six year old can discuss issues related to behavior. In addition, discuss why guiding children may be somewhat different and/or even more difficult for a single parent than for parents in a two parent family.

Student Directions:
Using information from class discussion, assume you experience the following situations with your child(ren). What type of guidance would you use if your child (ren) exhibited the following behaviors **at each of the developmental stages** (infants, toddlers, preschoolers, school age children, and adolescents)? How might guiding children be different or more difficult in a single parent than in a two parent family? Give examples of how a two parent family might handle these situations and how a one parent family would deal with these problems.

a. Your child drew on the freshly painted wall with a magic marker.
b. Your child refused to go to bed.
c. Your child wandered off in a grocery store.
d. Your child lied to you.
e. Your child deliberately hit another child.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Information about guidance should be given to the students before completing this activity.

Student Directions:
Suggest situations of inappropriate behaviors by child(ren). Include situations for an infant, toddler, a preschooler, a school age child, and an adolescent. How would a single parent cope with each problem? How would a parent in a two parent family deal with the situation? Compare the guidance in a two parent and a one parent family. Suggest positive and negative aspects of guiding children as a single parent.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 26. Demonstrate ability to work effectively with children.
C. III. Work effectively with children.
sc. **14. Assess ways to motivate the child.**

CONCEPT(S) AND GENERALIZATION(S):

Motivating Children
Since encouragement tends to help children succeed, it is essential for parents to provide both verbal and nonverbal praise and encouragement to motivate the children.

OBJECTIVE(S):

1. List activities for preschool and school age children and discuss ways that single parents can be involved in these activities as a means of motivating the child(ren). (sc-14)

EVALUATION-Objective 1:

Tonia is in the sixth grade and is taking band. Her band director says that she can be a good clarinet player, but she needs to practice at least one hour each day. Tonia likes to be in the band because her friends are in the band, but she does not practice each day because she spends her time watching television or talking on the phone. Her mother is a single parent and has to work two jobs. What can Tonia's mother do to motivate her to practice? Suggest at least three actions Tonia's mother might take.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Emphasize that children are often motivated to do well in school or perform better in other activities such as sports if the parent is involved. Discuss ways that parents' participation in curricular or extracurricular activities help children to appreciate school and other functions.

Student Directions:
Realizing that involvement in child(ren)'s lives is a means of motivating better performance, prepare a list of ways that parents can show support or show an interest in their child(ren)'s lives for infants, preschoolers, school age children, and adolescents. For example: infants--respond to their crying; preschoolers--read bedtime stories; school age--be involved in PTA activities; adolescents--attend sporting or musical events in which they are involved. Make a list of other such ways to show an interest in children's lives. Discuss how being involved in school and out of school activities helps the child(ren) to realize the relevance of such activities and to be more successful in life. How may single parents particularly have problems providing support for their child(ren)? Propose ways to overcome problems.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Discuss concerns and problems single parents may face in relation to activities of their child(ren).

Student Directions:
List various activities in which preschool and school age children can be involved, such as music or dance lessons, clubs, sports, Big Brothers or Big Sisters, etc. How can a parent facilitate his or her child(ren)'s participation? Discuss each activity in relation to specific concerns for a single parent. Consider:

1) cost,
2) need for transportation,
3) time and energy required by the parent, or
4) other difficulties.

Also discuss how being involved with your child(ren) can motivate him or her to succeed. How can a single parent overcome difficulties if a problem exists?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 28. Analyze how the career choice of parents affects young children.
C. IV. Analyze career and job opportunities related to the field of child development.
sc. **17. Evaluate how the parent's career choice affects young children.**

E.E. 10. Evaluate the effects of career choice on the family.
C. XVI. Analyze career and job opportunities.
sc. **85. Evaluate the effects of career choice on the family.**

CONCEPT(S) AND GENERALIZATION(S):

Parental Employment
Single parents' career choices must be carefully made with consideration to their own needs and the needs of their children and other family members.

Parenting limitations and adjustments result from career choices of parents.

OBJECTIVE(S):

1. When given examples of career choices, determine the effect of choices on a single parent and his or her child(ren). (sc-17, 85)

EVALUATION-Objective 1:

George sells shoes at a local department store. He has custody of his two children, a girl (10 years old) and a boy (12 years old). His work schedule changes every two weeks. Many times he has to work nights and weekends. No family members live near George. What possible effects can George's career have on his children? Discuss at least three effects.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Make available to students computer programs or other materials which explain job requirements of various careers. Have students select at least three and summarize possible effects upon children if a single parent chose those careers.

Student Directions:
Research job requirements of three careers. You may use a computer program or other materials. When you have learned about the job requirements, write a paragraph about possible effects upon children if a single parent chose those careers. Share your findings with the class.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Assign students to interview a single parent using TLA 8. Explain procedures for taping if you choose to let students tape-record the answers. Discuss interviews without identifying the person who was interviewed.

Student Directions:
Interview a single parent using TLA 8. Be prepared to discuss your interview in class. What conclusions can you draw from the interviews? How does career choice affect the parent and the child(ren) in a single parent family?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 7. Identify factors which influence relationships with peers, children, and older adults.

C. XIV. Assess relationships with others.

sc. **75. Distinguish factors which influence relationships with children.**

CONCEPT(S) AND GENERALIZATION(S):

Parent and Child Relationships
Satisfactory parent and child relationships depend upon mutual affection and respect.

When single parenting involves lack of support of another adult, there may be an effect on the parent and child relationship.

OBJECTIVE(S):

1. Identify issues involved in a parent and child relationship as a result of differences in family composition. (sc-75)

2. Describe ways single parents may develop meaningful parent and child relationships at each stage of a child's development--infants, toddlers, preschoolers, school age children, and adolescents. (sc-75)

3. Determine factors influencing relationships with children which are unique to single parent families. (sc-75)

EVALUATION-Objective 1:

Describe how relationships with child(ren) might be affected on a long term basis by the situation of being a single parent family?

EVALUATION-Objective 2:

List and describe one way that single parents may develop a meaningful relationship with their child(ren) at each of the following stages: an infant, a toddler, a preschooler, a school age child, and an adolescent.

EVALUATION- Objective 3:

Summarize factors influencing relationships with children which are unique to single parent families.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define *parent* and *child relationships*. Give examples. Review the developmental stages of children: infants, toddlers, preschoolers, school age children, and adolescents.

Student Directions:
Identify and discuss relevant TV shows that focus on families. Discuss the parent and child(ren) relationship. If possible compare a program that depicts a two parent family to a program showing a single parent family. Using a chosen show, enact a parent and child relationship with such episodes as: 1) a school age child is having problems with school; 2) an infant wakes up three times per night; 3) a toddler says "no" to everything a parent suggests; 4) a preschooler cries everyday when she or he is left at preschool. Suggest other episodes. How would these be dealt with on TV? In real life? How would you handle the situation? How can you foster the relationship with your child(ren) in such situations?

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Define *parent* and *child relationships*, using examples, if activity above is not included. Also, review developmental stages of children.

Student Directions:
Describe an "ideal" relationship with a child as an infant, a toddler, a preschooler, a school age child, and an adolescent. How would the relationship with child(ren) be affected by the fact that the parent is single? How would it be different if there were two parents present? List possible ways that a single parent can overcome any problems with relationships that might be encountered.

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Show a videotape of a television program or a movie of a one parent family. Discuss relationships of the parent and child(ren) using the following questions: What kinds of relationships are evident between the parent and child(ren)? Are the relationships positive or negative? Are the relationships the result of being in a one parent family? What factors have influenced the relationships? How could the relationships be improved?

Student Directions:
View television program or movie of a one parent family. Discuss the relationships of the parent and child(ren). Identify those which are the result of being a one parent family.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 5. Develop an awareness of factors involved in marriage and family life.
C. XV. Analyze family roles and functions.
sc. **82. Point out characteristics of families at different stages in the family life cycle.**

CONCEPT(S) AND GENERALIZATION(S):

Families
Stages in the family life cycle of two parent families are present in one parent families; however, the adjustments, problems, and rewards of each stage may be different.

OBJECTIVE(S):

1. Compare and contrast common problems, adjustments, and rewards of families (both two parent and one parent) at the beginning, growing, and launching stages of the family life cycle. (sc-82)

EVALUATION-Objective 1:

Beth is a thirty year old single mother of a seven year old daughter, Elizabeth. Beth and Elizabeth live in an apartment. Beth works as a secretary and Elizabeth attends public school and an after school program. Beth's parents live in the same city and so does Beth's grandmother, Nanna. Nanna is unable to care for herself and needs to live with another willing and capable adult. Beth's parents travel, are very busy, and are not enthusiastic about the idea of caring for Nanna. Elizabeth likes Nanna, but Beth is not sure that she wants the responsibility of caring for her grandmother. Beth is also concerned about the fact that Nanna will have to be home alone during the day. And what about the future? What if Beth establishes a relationship with a man and wants to marry?

Describe problems, adjustments, and rewards of dealing with this family decision. Analyze this case study in relation to the beginning, growing, and launching stages of the family life cycle. How would the situation differ for each of the stages? Discuss similarities and differences in this situation for a single parent family and a two parent family in this same situation.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use the family life cycle chart provided in TLA 9, or create your own for use in the activity. Give a mini-lecture on the stages of the family life cycle.

Student Directions:
Examine the "Family Life Cycle" chart (TLA 9). Discuss exceptions and/or additions to the family life cycle for single parent families. Determine the similarities and differences of a one parent and a two parent family in relation to the family life cycle.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Have students engage in the following activity after completing the above activity or a similar activity that you wish to use.

Student Directions:
Create a "Family Life Cycle" chart that would be appropriate for a single parent family. Define and describe stages of the family that meet the needs of a one parent family. How does this differ from the traditional family cycle?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Have students complete TLA 10 individually, or make a transparency and have class complete as a group. Discuss results by comparing and contrasting the problems, adjustments, and rewards of two parent and one parent families at the various stages of the family life cycle.

Student Directions:
Complete TLA 10 by following directions on form. How do the problems, adjustments, and rewards of single parent families differ from those of two parent families? How are they similar?

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. No essential element applicable for non-bold faced subcompetencies.
C. IX. Promote and maintain family/individual health.
sc. 43. Identify habits which promote personal health.

CONCEPT(S) AND GENERALIZATION(S):

Parental Emotions
Because of the impact that parents' personal health has on their interactions with their children, it is important that single parents be personally healthy.

OBJECTIVE(S):

1. Describe habits which promote the physical and emotional health of each family member. (sc-43)

2. List stressful factors that may affect the personal health of a single parent and/or the child(ren) in a one parent family. (sc-43)

EVALUATION-Objective 1:

List and describe three habits of family members that will enhance personal health.

EVALUATION-Objective 2:

List two stressful factors which may affect the personal health of the members of a single parent family.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define physical and emotional health. Point out the relation of these to personal health. Define stress in relation to physical and emotional health. Have students complete TLA 11 as you lecture.

Student Directions:
Complete question number 1 on TLA 11 as your teacher lectures. After the lecture, complete questions 2 and 3. Discuss with the other members of the class.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Invite a health professional (nurse, doctor, dietitian) to speak to the class on physical and emotional health of family members in two parent families and in single parent families.

Student Directions:
Listen to a health professional speak about physical and emotional health of parents. Make a list of habits which can promote physical and emotional health of the parent and child(ren) in a single parent family.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Invite a panel of single parents and children in single parent families to speak to the class on stressful factors which are unique to single parent families. Ask them to include factors which affect both the parent and the child(ren). At the conclusion of the panel discussion have students write down three factors which are stressful for the parent and three factors which are stressful for the child(ren) in a single parent family. These should be factors which are unique for single parent families. Lead a class discussion on these factors.

Student Directions:
Write down three factors which are stressful for parents and three which are stressful for children in a single parent family. Discuss with class. Be prepared to explain how the factors you listed are unique for single parent families.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Divide students into groups of various sizes from two to four members. Assign them a single parent family situation (for example, mother and infant son, father and 13 year old girl and 15 year old boy, mother and three children under age 10, or father and infant son). Have the groups role play a situation which is stressful to the parent and/or child(ren). Conclude each role play by discussing ways the stress could be eliminated or minimized.

Student Directions:
Role play a situation which is stressful to the parent and/or child(ren) in a single parent family. Discuss with the class how the situation could be less stressful.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. No essential element applicable for non-bold faced subcompetencies.
C. IX. Promote and maintain family/individual health.
sc. 45. Outline ways to meet emotional health needs of family members.

CONCEPT(S) AND GENERALIZATION(S):

Effects of Emotional Health
The emotional health of each family member affects all the individuals in the family.

OBJECTIVE(S):

1. Describe ways to meet the emotional health needs of children in single parent families. (sc-45)

2. Outline ways to meet the emotional health needs of all members of a single parent family. (sc-45)

EVALUATION-Objective 1:

List six guidelines for developing a good self concept for children in single parent families.

EVALUATION-Objective 2:

List three ways that a single parent can meet the emotional health needs of himself or herself and three ways he or she can meet the needs of the child(ren) in the family.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define *emotional health needs*. For this activity, focus on the particular emotional health needs of infants specifically in relation to "bonding." Emphasize to the students that the family's influence on a child's emotional health begins at the child's birth through the process of bonding. Give the information on "Guidelines for Parents and Family: Help Develop a Good Self-Concept Through Early Bonding Techniques" (TLA 12) to the students in a handout or use as a transparency.

Student Directions:
Discuss emotional health needs of an infant, specifically in relation to "bonding." Discuss infant and parent bonding within the context of a single parent family. How might the demands of single parenting (for example, returning to work or school soon after the birth) interfere with bonding? How can these problems be reduced? Describe ways that a single parent can meet the emotional needs of his or her infant.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define and describe *emotional health needs* of family members. Emphasize the role of affection in relation to meeting emotional health needs. Children whose parents are open in expressing and showing love and affection are more likely to develop a sense of security and belonging. Feeling secure helps meet emotional health needs. After discussing this information, have the students complete the following activity.

Student Directions:
Observe parents and children in supermarkets, parks, homes, etc., and record two examples of parents expressing love and affection to their children and children expressing affection to others such as friends, parents, or dolls. Discuss examples from your observations in class.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Define and describe emotional health needs of family members. Assign students to interview a single parent to find out how he or she meets his or her own emotional health needs and the needs of the child(ren) in the family.

Student Directions:
Interview a single parent to find out how he or she meets the emotional health needs of himself or herself and the needs of the child(ren) in the family. Discuss the information you gained with the class.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 6. Describe how behavior affects the rights and privileges of others.
C. XIV. Assess relationships with others.
sc. **72. Analyze factors which influence relationships.**

CONCEPT(S) AND GENERALIZATION(S):

Relationships
Because single parenting is physically and emotionally demanding, it may affect relationships with family members or friends.

OBJECTIVE(S):

1. List four factors which can influence single parents' relationships within a family and relationships with others outside the family. (sc-72)

2. Analyze factors which influence relationships with others (including children). (sc-72)

EVALUATION-Objective 1:

List two factors which can influence single parents' relationships with their families, their child(ren) and their friends.

EVALUATION-Objective 2:
Cassandra's teenage daughter does not want to go visit her grandmother. This makes Cassandra angry. What factors might be influencing the relationships of Cassandra, her daughter, and the grandmother? Discuss at least three factors.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define and give examples of how one can positively influence relationships with others. Have students complete TLA 13.

Student Directions:
List at least three concrete ways that a single parent could positively influence his or her relationship with family members (including children) and friends. Use TLA 13 to record your answers.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Suggest factors that affect parent and child relationships.

Student Directions:
List three factors that are influential in single parents' relationships with their child(ren). Describe concrete ways that they could improve the relationship that they have with their child(ren). Share ideas with the class.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
This activity should follow an activity that provides information about factors influencing relationships.

Student Directions:
React to the following situations. Define the problem with the relationship. What factors are affecting the relationship? How can the relationship be positively influenced?

a) Juan's teenage son refuses to discuss his poor school grades with him.
b) Ann, a new mother, is frustrated at her mother's suggestions of how to care for her infant.
c) Joe is a single parent and has been dating Sharon who dislikes children.
d) Kim's best friend is getting married and has little time for their friendship.

Add to the list of situations and discuss factors that influence relationships.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Discuss with the students factors which influence relationships with their children. Use the activity below to illustrate that time spent with children is a key factor in improving parent and child relationships.

Student Directions:
Find children's books at the public library or other appropriate places that illustrate relationships. For example: *The Velveteen Rabbit, Charlotte's Web, Frog and Toad, Corduroy,* etc. Discuss the books in class emphasizing what children might gain from reading or listening to a parent read these books to them.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 3. Summarize ways to develop and maintain mental health.
C. XIII. Achieve development tasks of young persons.
sc. **70. Analyze possible adjustments to frustration.**

CONCEPT(S) AND GENERALIZATION(S):

Frustration and Stress
Stress in families may affect an individual's or family's normal coping powers and ultimately their mental health. Because single parenting involves parenting without the support of another adult, situations may be particularly frustrating and stressful for a single parent.

OBJECTIVE(S):

1. Identify frustrating and stressful situations which might occur in single parent families. (sc-70)

2. Identify positive and negative stress factors. (sc-70)

3. Point out appropriate ways for a single parent to deal with stress. (sc-70)

EVALUATION-Objectives 1, 2, 3:

Given the following frustrating or stressful situations, what would you do as a single parent? Describe how frustration and stress can be positive or negative. How can a single parent more effectively handle these stressful situations?

1) You have only five dollars left before you get paid next week and your infant is out of formula.
2) Your seven year old wants to play Little League (time, energy, money involved).
3) The non-custodial parent criticizes how you are caring for your child.
4) Your 14 year old says she is going to live with her other parent.
5) Your children dislike the person you are dating.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define *frustrating* and *stressful situations.*

Student Directions:
Discuss the following frustrating and stressful situations: lack of time and energy, financial considerations, personal needs, child care arrangements, making decisions about self and family, child guidance, and other stressful situations. How can a single parent effectively work through these situations?

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Give a mini-lecture on frustration and types of stress (external, internal, physical, social, and environmental). Suggest a definition for *positive* and *negative stress.* Have students work in pairs to discuss stress and positive and negative factors of stress in their own lives. Have them decide whether or not the stress they are presently experiencing would be increased or decreased if they were single parents.

Student Directions:
With a partner, identify frustrating and stressful situations in your life. Define *external stress* and *internal stress.* Identify events and situations which cause physical stress, social stress, and environmental stress. Give two examples from real life situations for each type of stress. Describe how each situation could be a positive or negative stress. Decide whether or not the stress you have identified would be increased or decreased if you were a single parent.

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Provide students with poster board or a flip chart to record stressful situations in a single parent family.

Student Directions:
Divide into groups and list frustrating and stressful situations which might occur in a single parent family. Develop a poster that lists the situations in one column, and appropriate ways to handle the stress in another column. Stressful situations might be: 1) discipline problems with children, 2) financial needs, 3) establishing relationships, and 4) lack of time and/or energy, etc. Ways to deal with stress may include: 1) talking things out, 2) escape, 3) work through the situation, 4) take one thing at a time, and 5) schedule recreation. Attempt to make the solutions to the frustrating stressful situations specific and practical.

LEARNING ACTIVITY-Objective 3:

Teacher Note:
Have students complete "Stress in a Single Parent Family" (TLA 14).

Student Directions:
Complete the rating scale "Stress in a Single Parent Family" (TLA 14). Discuss with the class the events or types of stress you think would have the most impact on a single parent family and those you think would have the least impact.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 8. Outline rights and responsibilities of family members and families.
C. XV. Analyze family roles and functions.
sc. 80. Explain the responsibilities of family members.

CONCEPT(S) AND GENERALIZATION(S):

Role Responsibilities
The single parent must fulfill many roles (parent, provider, homemaker, etc.); therefore, he or she has a greater amount of responsibility than a member of a two parent family where roles can be shared.

OBJECTIVE(S):

1. Determine the roles and responsibilities of being a single parent. (sc-80)

EVALUATION:

Discuss five roles that a single parent fulfills. How are these roles unique? Which roles might he or she share with other adults or with their child(ren)?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Give information about roles and responsibilities of a single parent. Then, using TLA 15 as a transparency or handout, discuss with students the following as a means of handling roles:

a) **role removal:** giving up roles because there is no time/energy/need to do these activities or these tasks are not priorities
b) **role replacement:** substituting roles that usually might be the other parent's responsibility (for example, full-time homemaker role replaced by working outside the home)
c) **role redistribution:** designating roles to self or others within or outside the home

Student Directions:
Write an example of a single parent's use of role removal, role replacement, and role redistribution. You can use an example from real life or from a movie or television program.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Have individual students write as many roles of a single parent as they can. Combine these and record on a transparency or the chalkboard. Discuss with class.

Student Directions:
List as many roles of a single parent as you can. Discuss with class. Which of the roles might not be done? Which roles might be given to someone else? Which roles might be replaced with some other role?

COMMUNITY RESOURCES SURVEY

Need/Concern	Source of Assistance	Services Offered	Cost
Need for responsible and affordable child care: -during evenings and weekends -after school -day care for preschool age children			
Child has no adult role model other than custodial parent			
Family conflict			
Child having problems in school			
Parent cannot find job that pays well enough to support a family			
Parent needs adult friends who can understand problems and provide emotional support			
Concerns about possible child abuse			

CASE STUDY #1

Who: Karen, a single mother, age 27. Never married. No contact with son's father. No relatives live nearby. Not dating anyone special right now. John, her only child, age 10.

Where: Karen and John live in an apartment in a medium-sized city. She has a full-time job and has to work every other Saturday.

What: John joined a Boy Scout troop for the first time this year. His troop meetings are after school during the week, but sometimes there are special activities on weekends in which many of the boys and their fathers participate. In a few weeks, the scout leaders are planning an overnight camping trip for the troop and any fathers who are able to attend. John wants to go, but he is unhappy that he does not have a father to go with him. He does not want to go alone. Karen would like John to have the same opportunities to be involved in activities as other boys, but she finds it difficult to make arrangements for him to go. She has to work on the Saturday when John has to leave for the camping trip, and she would have to take time off from work to take him to the place where the troop will be leaving for their trip. She does not know any of the other boys or their families. It is tempting for her to tell John he should not go, especially since he is concerned about going alone.

When: It is Friday. Karen has to make a decision about whether or not John can go by next Monday.

What would you do and why?

CASE STUDY #2

Who: Celia, a single mother, age 16. Has an only daughter, Louisa, 3 1/2 months old. Never married. Lives with her parents and younger brother who is 12 years old. Celia's mother takes care of Louisa while Celia is in school, but when Celia is home her mother expects her to take care of Louisa without much additional help. Her mother says that Louisa needs to be taken care of by Celia because she needs to grow up knowing she can depend on her mother.

Where: Louisa sleeps in a crib in Celia's room next to her brother's room. They live in a small three bedroom house.

What: Louisa cries in the night, and Celia has to get up to feed her. Each morning Celia is very tired and would like to sleep later, but during the week she has to get up to go to school. On weekend mornings the baby wakes up early to be fed, as usual, and Celia does not feel like getting up to take care of her. Sometimes the baby cries a long time before Celia gets up, and her parents and brother do not like it.

Celia also wants to go out on dates and to school activities on weekend nights, but her parents will not baby-sit and she can not afford to hire a baby sitter for Louisa. Her mother says she should not go out late because that just makes it harder for her to get up during the night and in the early morning to take care of the baby. Celia feels frustrated because she can not be with her friends, and she does not get to do any of the things that most teenagers do, like going to parties, staying out later on weekend nights, and getting to sleep late some mornings. She is getting very tired of going to school and having to take care of her baby alone at home, even though she loves her baby very much.

When: Next Friday evening there is a big basketball game at Celia's school and a party at one of her friend's houses later. Most of Celia's friends will be there, and she would like to go. She knows she can not take the baby along because it would not be good for her,and she knows it will be a very late evening. Her parents have said they would not take care of the baby for her when similar events have come up in the past, so she does not think they will be willing to help out this time. She just cannot decide what to do.

What would you do and why?

CASE STUDY #3

Who: Ana, a single mother, age 23. Has two children, Tommy, age 4, and Ricky, age 2 1/2. Divorced for two years. Works full-time as a medical technician in the local hospital. Her former husband, also single, lives in another town, about 100 miles away. He has been unemployed for about six months and does not pay child support or visit the children regularly. Ana has been dating someone for about six months. They have been talking about getting married. Her youngest son calls his mother's boyfriend "Daddy" whenever he comes to visit.

Where: Ana and her sons live in a house she rents in the small town where she grew up. Her boys stay in a registered family day home while she is at work. Her mother and older sister and her family live in the same town.

Ana's former husband is living with his parents until he can find a job. He gets a small monthly unemployment check.

What: The children's father has asked Ana repeatedly to allow him to take the children for a week to his parent's house. He wants to continue his relationship as a father to them, and his parents want to spend some time with their grandchildren. Ana has legal custody of the boys,and her ex-husband was denied overnight custody of the children in the divorce decree two years ago because the judge ruled that th father was behaving too irresponsibly to be a reliable caregiver for his sons over an extended period of time. He cannot afford frequent trips to visit the children and says this would be a way for him to spend time with them while he has free time. He claims he has changed and would make sure the children were well taken care of. He has told the older boy about the possible visit and made it sound so exciting that the child has been begging his mother to let them go.

Ana's mother and sister do not like or trust her ex-husband or his family. They have argued that he should not interfere in their lives anymore and that Ana should get married and prevent him from seeing the children except when absolutely necessary. Ana's boyfriend agrees. He wants the children to think of him as their father, and he thinks the boys' real father is a bad influence on them.

When: The ex-husband's parents called Ana one evening and asked her to please let the boys come for the one-week visit sometime soon. She told them she would have an answer for them in a few days.

What would you do and why?

WHAT SHOULD BE DONE?

Case study to be analyzed by group: _____

Directions: Write the information requested within each section below.

Who are the people involved in the problem situation?	**What is important to each person (what do they value) about the situation that could affect the final decision?**

Who should make the final decision?

What additional information is needed to help in making the decision?

List one alternative:	**Describe the consequences:**

List another alternative:	**Describe the consequences:**

DECIDE. Write your decision below and list some reasons why your group selected this decision.

Why Did I Do That?

Actions show most clearly what a person values. If you are willing to spend your time and energy doing something, or you chose it over something else, you are probably doing it because of your values. What you value has a great deal to do with your decisions, goals, roles, and responsibilities.

Beside the numbers on the chart below write 10 major activities or tasks you have chosen to do over the past year. Include things you did because you wanted to (leisure-time activities, such as taking a vacation) or things you did because you felt you had to do them to meet your needs or those of your family (work-related activities, at your school/workplace or at home). You may be continuing to do some of these tasks or activities now because they are not completed. For example, you may be going to school now and, when you graduate, this activity will be completed. Another long-term activity is working in a job. This activity probably will not be complete until you retire or choose to quit working for other reasons.

On the next page is a list of 10 common values. Write these values in the spaces provided at the top of each column in the chart and then follow the directions given for each.

	COMMON VALUES									
10 major activities/tasks you did in the past year:										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
Tally the number of checks in each vertical column and enter totals here:										

COMMON VALUES REFLECTED IN THE THINGS PEOPLE CHOOSE TO DO

Directions: In each vertical column on the chart on the previous page, write the labels for each common value listed below. So that you can identify which values are important to you, read the descriptions below and complete the chart.

1. **INTEREST.** In the column you labeled INTEREST, put a check by any activity on your list that you did because you really liked doing it.

2. **INDEPENDENCE.** In the column labeled INDEPENDENCE, put a check by any activity you did because you like to do things on your own, without having a lot of orders and directions.

3. **SELF-EXPRESSION.** In the column labeled SELF-EXPRESSION, put a check by any activity you did because you feel that using your natural talent or ability helps you express who you really are and what you do well.

4. **SERVICE.** In the column labeled SERVICE, put a check by any activity you did because it had meaning for others or because it was for another person's benefit.

5. **LEADERSHIP.** In the column labeled LEADERSHIP, put a check by any activity you did because you like to plan activities and direct or supervise the activities of others.

6. **REWARD.** In the column labeled REWARD, put a check by any activity you did because you expected to receive money or some other kind of reward. Other kinds of rewards would be the approval of someone important to you or earning a special privilege like being invited to join a group.

7. **ACHIEVEMENT.** In the column labeled ACHIEVEMENT, put a check beside any activity you did because recognition of your work by others is important to you.

8. **PREPARATION.** In the column labeled PREPARATION, put a check beside any activity you did because you were preparing for an activity or task you planned to do in the future, such as getting an education so you could find a job you want or working in a part-time job so you can save money to buy something you need or want.

9. **RESPONSIBILITY.** In the column labeled RESPONSIBILITY, put a check beside any activity you did because you felt it was your responsibility to do it.

10. **SECURITY.** In the column labeled SECURITY, put a check beside any activity you did because it made you feel safe, secure, or comfortable.

ANALYZING YOUR VALUES

After you have checked the 10 activities or tasks for the 10 value columns, total the number of checks in each column on the chart. You can now begin to determine the strengths of your values as related to your activities. List the three most frequently checked values from the chart:

1._____

2._____

3._____

Do the values listed above have more to do with feelings about other people in your life, your own personal sense of accomplishment and goals, or some other aspect of your life which holds importance for you? Write a few sentences explaining why you think the three values were checked most often.

How Decisions Are Made

Everyone makes decisions daily. Some of the decisions are more important than others. Some are so important that they require thought, study, and investigation before a decision is made, while others are "automatic." Categories for defining decisions according to how they are made may include the following:

0	1	2	3	4	5
You don't see this as under your control; decision made by others.	Automatic or routine; you never think about it before deciding; habitual.	Occasionally think about it before deciding.	Think about it, but don't study it or investigate it.	Study about it a little; think about it a little; ask others about it before deciding.	Study and think about it a lot; ask questions; read about it before deciding.

The following table lists 15 decisions typically faced by many single parents. Read the list and consider how you would make each decision. Decide which of the above categories into which your decision fits. Write the number of the category (0, 1, 2, 3, 4, 5) after each decision on the list. If you cannot decide how you would make the decision, leave it blank. Add other decisions which you think single parents might have to face in the blank spaces.

DECISIONS	CATEGORY
1. When to wake your child in the morning	
2. To go to work (or school)	
3. To do your laundry	
4. To buy a used car or ride the bus to work/school	
5. To buy new shoes for your child	
6. To buy clothing for self	
7. What to eat and when	
8. To move to a different place	
9. To go out on a date	
10. To find a better paying job	
11. To go on a vacation out of town	
12. To get more education	
13. To join a single parents' support group	
14. What to do when your child has a high fever and sore throat	
15. Who will care for your child when you are working or going to school	
16.	
17.	
18.	
19.	
20.	

Wants and Needs of Self and Child-TODAY

Directions: Fill in each section below by providing the information requested.

Age of single parent: _____
(Choose any age between 16 and 35.)

Sex of single parent: _____

Single parent's three most important needs today:
(List three personal needs in order of importance. Some of these needs may be met satisfactorily today, and others may be needs which have not been met but which the single parent is concerned about meeting as soon as possible.)

Single parent's three most important wants today:
(List three things which the single parent most wants to obtain in order of importance. These things should not be necessary for survival but rather "extras" that would be nice to have.)

Child's age now: 1 year

Child's three most important needs today:
(List in order of importance three needs which you think the child must have met to live a healthy, satisfying life.)

Child's three most important wants today:
(List three things which the *child* would likely want most at 1 year of age. List these in order of importance from *your* point-of-view.)

Wants and Needs of Self and Child-FUTURE
(Five Years Later)

Directions: Fill in each section below by providing the information requested.

Age of single parent: _____
(Add five years to the age you chose for the single parent in TLA 6.)

Sex of single parent: _____

Single parent's three most important needs today:
(List three personal needs in order of importance. Some of these needs may be met satisfactorily today, and others may be needs which have not been met but which the single parent is concerned about meeting as soon as possible.)

Single parent's three most important wants today:
(List three things which the single parent most wants to obtain in order of importance. These things should not be necessary for survival but rather "extras" that would be nice to have.)

Child's age now: 6 years

Child's three most important needs today:
(List in order of importance three needs which *you* think the child must have met to live a healthy, satisfying life.)

Child's three most important wants today:
(List three things which the *child* would likely want most at 6 years of age. List these in order of importance from *your* point-of-view.)

Wants and Needs of Self and Child-FUTURE
(Ten Years Later)

Directions: Fill in each section below by providing the information requested.

Age of single parent: _____
(Add ten years to the age you chose for the single parent in TLA 6.)

Sex of single parent: _____

Single parent's three most important needs today:
(List three personal needs in order of importance. Some of these needs may be met satisfactorily today, and others may be needs which have not been met but which the single parent is concerned about meeting as soon as possible.)

Single parent's three most important wants today:
(List three things which the single parent most wants to obtain in order of importance. These things should not be necessary for survival but rather "extras" that would be nice to have.)

Child's age now: 11 years

Child's three most important needs today:
(List in order of importance three needs which *you* think the child must have met to live a healthy, satisfying life.)

Child's three most important wants today:
(List three things which the *child* would likely want most at 11 years of age. List these in order of importance from *your* point-of-view.)

Wants and Needs of Self and Child-FUTURE
(Fifteen Years Later)

Directions: Fill in each section below by providing the information requested.

Age of single parent: _____
(Add fifteen years to the age you chose for the single parent in TLA 6.)

Sex of single parent: _____

Single parent's three most important needs today:
(List three personal needs in order of importance. Some of these needs may be met satisfactorily today, and others may be needs which have not been met but which the single parent is concerned about meeting as soon as possible.)

Single parent's three most important wants today:
(List three things which the single parent most wants to obtain in order of importance. These things should not be necessary for survival but rather "extras" that would be nice to have.)

Child's age now: 16 years

Child's three most important needs today:
(List in order of importance three needs which *you* think the child must have met to live a healthy, satisfying life.)

Child's three most important wants today:
(List three things which the *child* would likely want most at 16 years of age. List these in order of importance from *your* point-of-view.)

EFFECTS OF CAREER CHOICES

Either write the answers to the following questions or ask the person you are interviewing if you might tape them.

1. **What is your career?**

2. **How long have you been in this present career?**

3. **What are your job responsibilities?**

4. **What days and hours do you work?**

5. **What are the ages of your child(ren)?**

6. **Do you travel out of town? If so, who takes care of your child(ren)?**

7. **Is your job physically tiring?**

8. **Is your job mentally tiring?**

9. **What effect do you think your career choice has on your child(ren)?**

TRADITIONAL STAGES OF A TWO PARENT FAMILY LIFE CYCLE

The first family stage is the **beginning family.** This is the time from marriage to the birth of the first child. During this time the couple learns to adjust to marriage and to each other. The young couple may face conflicting loyalties between parents and spouse, or the husband or wife may feel guilty about spending little or no time with his or her parents.

The second family stage is the **growing family.** This is the period from the birth of the first child to the time when the last child starts school. This is a very busy time for parents; the addition of a baby and/or small children means more time is required for care of the child, for cooking, and for laundry. Childhood illnesses and accidents are at a peak in these years. Income is often scarce, and saving money is difficult. Parents may want to take part in PTA, scouting, and church work and to continue personal interests of their own. Often the husband and wife find it difficult to have much time for each other. It is important at this stage that they do not neglect their own relationship.

The third family stage is the **launching family.** This period includes the time when the youngest child enters school until all of the children have moved out of the home. During these years the children are growing up and are old enough to share activities and discussions with the parents. As the children approach the teen years, the family faces new kinds of situations: dating, driving, and curfew, and decisions about future education and jobs. The parents must be both understanding and firm.

The fourth family stage is the **couple again.** The children are gone from the home, and the husband and wife must adjust to this change. Their children's needs and wishes are not their primary focus. They can develop their own hobbies, interests, and social life. Their expenses are less since there are just two to support. The couple must look ahead and plan for their retirement.

COMPARISON OF TWO PARENT AND SINGLE PARENT FAMILIES

Directions: Stages of the family life cycle are listed in the first column. In the second column, write examples of problems, adjustments, and rewards which may recur in each stage of the family life cycle. In the third and fourth columns, check if the problem, adjustment, or reward is typical of a two parent and/or a single parent family.

STAGES OF FAMILY LIFE CYCLE	PROBLEMS, ADJUSTMENTS REWARDS	TWO PARENT	ONE PARENT
BEGINNING			
GROWING			
LAUNCHING			

PERSONAL HEALTH FOR SINGLE PARENTS

Directions: Answer the following questions.

1. **What are the physical and emotional health requirements of single parents?**

PHYSICAL	EMOTIONAL

2. **Why might the physical and emotional health of a single parent be difficult to maintain?**

3. **Suggest ways that a single parent can meet personal health requirements.**

GUIDELINES FOR PARENTS AND FAMILIES
Developing a Good Self-Concept Through
Early Bonding Techniques

An infant's contact with the external environment is through the body. If the infant's physical needs are met (for example, if he or she is touched, talked to, played with, and given affection as needed), the infant will come to sense the world and its people as safe and dependable. Bonding techniques can be learned through an awareness of their importance and through practice.

1. Smile often at the baby.
2. Respond to the baby's facial expressions and attempts at language.
3. Touch, hold, and rock the baby often.
4. Hold the baby during feeding.
5. Answer the baby's cry quickly; respond to his or her needs.
6. Talk to the baby in soothing, pleasant tones.
7. Use music to relax the baby.
8. Include the baby in everyday family activities.
9. Allow for a flexible routine so that the baby will develop a feeling of security.
10. Make routine experiences, such as diapering, bathing, and feeding, pleasant experiences for the baby.
11. Make an attempt to use positive language with the child.

Remember that answering the child's cry promptly will not spoil the child, but instead, will develop a feeling of security for the child.

INFLUENCING RELATIONSHIPS

List friends and family members. Describe at least three specific ways that you can positively influence these relationships.

FAMILY MEMBER AND/OR FRIEND	WAYS TO POSITIVELY INFLUENCE THE RELATIONSHIP
1.	1.
	2.
	3.
2.	1.
	2.
	3.
3.	1.
	2.
	3.

STRESS IN A SINGLE PARENT FAMILY

Listed below are a number of events and/or situations that may result in a stressful situation for any family member; however, for a single parent family the results could be even more stressful. Rank from 1 to 3 the three events you think would have the greatest impact on a single parent family. Circle the numbers of the three you think would have the least impact.

___ 1. Being unemployed

___ 2. Parental illness

___ 3. Alcoholic family member

___ 4. Child's severe illness

___ 5. Pregnancy

___ 6. Lack of money

___ 7. Being fired from job

___ 8. Destruction of home by tornado

___ 9. Grandparents living with you

___ 10. Child's temporary illness

___ 11. Lack of adequate child care

___ 12. Automobile totaled in an accident

___ 13. Moving to new community

___ 14. Runaway child

Explain why you think the three events you chose would have the greatest impact on a single parent family.

Explain why you think the three events you chose would have the least impact on a single parent family.

MEANS OF HANDLING ROLES

Role Removal:

giving up roles because there is no time/energy/ need to do these activities or these tasks are not priorities

Role Replacement:

substituting roles that usually might be the other parent's responsibility

(For example, full-time homemaker role replaced by working outside the home)

Role Redistribution:

designating roles to self or others within or outside the home

CHILD DEVELOPMENT, CARE, AND GUIDANCE

SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 12. Apply basic needs of individuals to the care of young children.
C. IV. Evaluate child care techniques.
sc. **24. Design routines which meet the basic needs of young children.**

CONCEPT(S) AND GENERALIZATION(S):

Routines
Children function better when parents establish and maintain routines.

Parents, especially single parents, may have to make a particular effort to establish and maintain routines for their children.

OBJECTIVE(S):

1. Create a daily routine which meets the needs of children and parents in a single parent family. (sc-24)

EVALUATION-Objective 1:

Design a daily routine for the single parent family described:

Lynn is a 24 year old single parent with a six year old son, David. She works as a hair stylist so that her work schedule is somewhat flexible. She has the following schedule:

Monday	day off
Tuesday	9 a. m. until 5 p. m.
Wednesday	9 a. m. until 5 p. m.
Thursday	10 a. m. until 8 p. m.
Friday	9 a. m. until 5 p. m.
Saturday	9 a. m. until 4 p. m.

David attends public school and is in an after school care program that meets at his school until 6 p. m. He takes gymnastics on Monday afternoon at 4 and wants to begin playing soccer. In addition, Lynn wants to take jazzercise on Monday evenings.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define *routine*. Discuss the importance of consistency of routines for children. Divide the class into two groups. One group assumes the role of a single parent. The other group has the role of a two parent family. Use TLA 1 as a chart for students to create a family routine. Make a chart for each day of the week.

Student Directions:
Assume the role of either the mother or father of a single parent family or the mother or father of a two parent family. Complete the following exercise:
Make a list of everything you would do in a week by completing TLA 1. Be specific about each task you do from the time you awaken until you go to bed. Then make a list of everything your child (ren) do each day. Discuss how this is a "routine." Is your daily routine the same? How could you be more consistent? How is your child(ren) affected by your routine? Compare the routines of a single parent family to a two parent family situation.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use the information the students prepared in the activity above.

Student Directions:
Using the routine you created in the previous activity as a guide, prepare a routine for the week which would be well suited for a single parent family. Discuss with the class the ways in which a routine meets the needs of child(ren) and parent. How can a routine help the child(ren)? How is a routine for a single parent different from the routine in a two parent family?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 7. Identify influences on development of children.
C. III. Evaluate the child's development.
sc. **10. Analyze factors influencing the child's development.**

CONCEPT(S) AND GENERALIZATION(S):

Environment
A home environment can be a positive influence on the development of children in single parent families.

OBJECTIVE(S):

1. Assess ways that a positive home environment can influence the physical and emotional development of children in single parent families. (sc-10)

EVALUATION- Objective 1:

Prepare a lecture, or presentation, for a group of single parents which describes ways that a home environment influences the physical and emotional development of children. Provide examples of how a home environment positively influences children. For example, a home environment that reflects a loving and supportive place for the family members promotes a feeling of emotional security.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Describe how a home environment can influence the development of the children in a family and be a valuable support to its members. Include the following aspects of development which can be enhanced by a good home life:

a. Physical Needs: A place to eat and sleep.
b. Safety Needs: Accident prevention and security.
c. Emotional Needs: A need to give and receive affection.

Student Directions:
After hearing a discussion of the influence of the home environment on children's development, write a script, or several scripts, for a television show which focuses on a single parent home. The situations should include the topics of the physical and emotional development of the family members. An example of a positive influence on children might be suggesting ways a family can positively deal with a teenager's drug problem, or helping a six year old adjust to first grade. Choose several of the scripts that are written and produce a show that emphasizes positive environmental influences on the development of children. Be creative with your television script and production.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Describe areas of development which can be enhanced by a good home life as listed in the above activity. Have students reflect on home environments which they have observed. (This could be a television program or a movie.)

Student Directions:
Discuss examples (from television or a movie) of the influence of a home life on the development of children. How did the environment influence the children's physical and emotional development? Compare and contrast this with ways that you want your home to promote the development of your child(ren). How can you plan for your home life to positively influence the family members? Will you have to change your plans if you become a single parent? What adjustments will you need to make?

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 11. Describe the importance of nurturance to the development of a child.
C. III. Evaluate the child's development.
sc. **10. Analyze factors influencing the child's development.**

CONCEPT(S) AND GENERALIZATION(S):

Nurturing Families
Emotional development of children is enhanced by a nurturing environment.

OBJECTIVE(S):

1. Define and give examples of nurturance in a parent and child(ren) relationship. (sc-10)

2. Analyze ways that a nurturing family promotes the emotional development of child(ren), particularly in a single parent family. (sc-10)

EVALUATION-Objective 1:

Give five examples of ways that a single parent can be nurturing to his or her child(ren).

EVALUATION-Objective 2:

Read the following scenario and analyze the situation in relation to promoting the emotional development of the child with nurturing behavior:

> A five year old girl of a single parent does not want to attend kindergarten. She cries, yells, says her stomach hurts, and states that her teacher is a "witch."

What nurturing feelings could the parent exhibit to help the child overcome these behaviors and feelings? Be specific about both verbal and nonverbal nurturing behaviors of the parent. How can a "nurturing parent" promote the emotional development of the child in this situation?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define *nurturing*. Ask students to bring pictures of families to class. Also, have available magazines or other pictures of families. Discuss ways that a nurturing, warm environment promotes the emotional development of children.

Student Directions:
Bring pictures of families to class or select pictures from magazines provided by your teacher. You can use pictures from magazines, or personal family pictures. Answer the following questions:

a. What do you see?
b. What feelings seem to be evident among the people in the pictures? For example: love, care, teaching, security, communication, happiness, sadness, or other feelings.
c. Do you think these feelings help the members feel a sense of comfort and security?
d. Are the pictures illustrating nurturance? For example, are there pictures of a father hugging his infant, or a mother attending her child's soccer game?

Analyze how a nurturing environment promotes emotional development.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Provide pictures from magazines or other materials that could depict a single parent family.

Student Directions:
Using pictures from magazines, create a picture collage of a single parent family. The pictures should illustrate how the family creates a sense of nurturance and emotional security for the family members. Remember that a nurturing environment helps children develop a feeling of security.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Assign students to interview four parents. Give them several days to complete the assignment.

Student Directions:
Interview four parents, some from single parent families and some from two parent families, and ask them how they are nurturing to their children. Are there differences for one parent and two parent families? If yes, describe those differences.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 8. Analyze factors related to physical, motor, intellectual, emotional, moral, and social development.

C. III. Evaluate the child's development.

sc. **13. Analyze factors influencing the child's emotional development.**

CONCEPT(S) AND GENERALIZATION(S):

Children's Emotional Development
Parents, in both single parent and two parent families, have an affect on a child's emotional development or his or her feelings, behaviors, and relationships.

OBJECTIVE(S):

1. Suggest ways that single parents can enhance their children's emotional development in a single parent family. (sc-13)

2. Analyze ways that a single parent affects children's emotional development. (sc-13)

EVALUATION- Objectives 1, 2:

Analyze the following situation and suggest ways that a single parent could help this child work through an emotional problem:

Marie has a six year old daughter, Anna, who cries nightly because she misses her father. Anna's father was visiting on a regular basis for the past six years, but he has moved from Texas to New Jersey. Anna is scheduled to see her father for three weeks during the summer, but it is presently December. Anna has specifically asked if she can see her father at Christmas.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define *emotional development*- the refinement of emotions that influence behavior. Point out that emotional development influences a child's feelings, behaviors, and relationships. Sadness, fear, humor, confidence, joy, pride, trust, friendship, and love are some of the emotional feelings that individuals experience. After a mini-lecture on the topic, invite a child development specialist or child psychologist to be a guest speaker to the class. Ask the speaker to discuss issues of emotional development such as crying, separation anxiety, temper tantrums, nightmares, fears, and other emotions of children. Ask the guest speaker to address the issue of children's emotional traumas related to being in a single parent family, including a discussion of relationships with the noncustodial parent. Emphasize the role of a parent, and in particular a single parent, in promoting positive emotional development.

Student Directions:
Listen to a mini-lecture on emotional development of children. List ways that parents can enhance the emotional development of their children. Do single parents have special responsibilities in promoting emotional development of their children? How is the noncustodial parent involved in this development?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Use this as a follow up for the above activity. If you do not have a speaker, give information to the students about the emotional development of child(ren) in a handout, or read about this topic in a child development textbook.

Student Directions:
Write a newspaper article or prepare a television news report covering the emotional development of children. Describe the analysis of the emotional development of children in relation to a single parent home. Be specific. Remember that reporting is not biased. After presenting the news to the class either in writing or as a television report, discuss ways that single parents can affect the emotional development of their children. Give examples.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 14. Analyze methods of guidance and determine effectiveness of these methods.
C. VI. Select and use appropriate child guidance techniques.
sc. **35. Analyze effectiveness of various methods of guidance in supporting the development of the child.**

CONCEPT(S) AND GENERALIZATION(S):

Child Guidance
The interaction of parents with their children has an effect on the children's self-image and behavior.

Parents teach by providing a role model for their children.

OBJECTIVE(S):

1. When given a real life situation, identify and give examples of the form, or type of guidance, that would be appropriate to utilize with children in a single parent family. (sc-35)

2. Compare the effectiveness of two methods of guidance in supporting the development of children in a single parent family. (sc-35)

EVALUATION-Objective 1:

1. Given the following situations, what guidance techniques would you use?
   a. A two year old has a temper tantrum in the store.
   b. A teenage son stays out until two o'clock, but he was to be home at midnight.
   c. A preschooler cries every morning that she does not want to go to school.

EVALUATION-Objective 2:

Jack and Sam were fighting over Sam's toy. In the process of the fight, the toy was broken. When Sam's father was told of the fight and the broken toy, he told Sam that he would go over to Jack's house and punch Jack's father in the nose. When Jack's father heard of the fight and the broken toy, he told Jack that he should not resolve conflicts by fighting and that he would have to pay Sam for the toy out of his allowance.

Compare the two methods of handling the situation. Which method would be most likely to contribute to the positive development of the child? Why?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Give a lecture using an overhead transparency, or prepare a handout on the three types of guidance: **authoritarian, permissive, and democratic**. (see TLA 2)

Student Directions:
Review the handout on guidance. Discuss the **authoritarian, permissive,** and **democratic** types of guidance. Suggest situations or problems that you have had with children or have seen other parents have with their children. How would you handle the situation if you were using an authoritarian, permissive, and democratic type of guidance?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Provide the students with the following information about discipline alternatives (TLA 3).

1. Use a "time-out." Have the child sit in a chair in a neutral location. Set the kitchen timer. The parent does not make comments about the child's behavior. The child has a quiet time to consider his or her behavior that caused the time-out.
2. Intervene in situations only when the child loses his or her self-control or hurts someone else. Redirect the child to another activity to use up his or her excess anger and energy.
3. Redirect children who are noisy to quieter activities. The parent has the right to determine acceptable noise levels.
4. Isolate yourself if you are being an irrational adult because you are upset.
5. Take away a privilege when a rule is broken.
6. Try role-playing; take opposite roles in a dispute so that a child has a chance to see how an adult feels.
7. Teach children to use words to work out agreements and compromises.

Ask students to observe children with unacceptable behavior in a store, at the park, or at a preschool. Use TLA 4 to record observations of children's unacceptable behavior.

Student Directions:
After receiving the information on discipline alternatives, complete a chart of observations of children with unacceptable behavior and how the adult handled the situation (TLA 4). Which guidance techniques would be appropriate?

SECURING ADEQUATE CHILD CARE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. No essential element applicable for non bold faced subcompetencies.
C. IV. Evaluate child care techniques.
sc. 25. Assess child care services.

CONCEPT(S) AND GENERALIZATION(S):

Latchkey Children
Leaving children home alone to care for themselves may be an appropriate option for some working parents, if the children are given adequate direction.

OBJECTIVE(S):

1. Define latchkey children. (sc-25)

2. Describe ways to make latchkey children both safe and emotionally secure about their situation. (sc-25)

3. Evaluate methods of preparing children to stay home alone. (sc-25)

EVALUATION-Objective 1:

What is a latchkey child?

EVALUATION-Objective 2:

List and describe seven ways to help child(ren) be both safe and emotionally secure when left alone at home.

EVALUATION-Objective 3:

Jerry, age 8, lives with his father who works until 7 o'clock at night. Jerry gets home from school at 3:45. His father told him that he could play in the park each afternoon, but that he must be at home by 7 o'clock.

Has Jerry's father given his son enough guidance? How would you prepare your eight year old son for staying at home by himself?

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Define *latchkey children.* Discuss the following eleven points to consider in relation to leaving children at home alone (TLA 5).

1. Assess your child's ability to adequately care for himself or herself.
2. Consider the quality of your neighborhood.
3. Know how your job conditions will affect your ability to leave your child in self care.
4. Consider your attitude about leaving your child unattended.
5. Provide the child with a reasonable schedule of things to do.
6. Work at communicating with your child.
7. Define safety rules.
8. Prepare for callers.
9. Practice routines for dealing with strangers.
10. Limit visits by the child's friends.
11. Consider combining self care with other forms of care such as day care, baby-sitting, lessons, or afternoons at the local library.

Prepare a handout with the safety check list and other safety rules for latchkey children. (TLA 6)

Student Directions:
Discuss each of the eleven major areas to consider in relation to latchkey decisions. Review the safety notes in TLA 6 and suggest ways that these rules could be utilized in a single parent family.

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
After covering the areas listed in the above activity, role play situations related to decisions about latchkey children and/or for helping children to be safe at home alone.

Student Directions:
Role play situations related to the latchkey decisions discussed in the previous activities.
Suggestions for situations to role play:

1) How a parent can make a decision of whether his or her children will stay alone.
2) How a parent can help his or her children react to safety related situations, such as what to do if a fire or severe storm occurs.
3) How a parent can prepare his or her children for callers, or strangers.

FAMILY ROUTINES

DAY	TASK OF PARENT	TASK OF CHILD
SUNDAY		
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		

COMPARISON OF THREE COMMON TYPES OF DISCIPLINE

QUESTIONS ABOUT DISCIPLINE	AUTHORITARIAN	PERMISSIVE	DEMOCRATIC
What is the purpose of the type of discipline?	Unquestioned obedience of the child is required.	Complete freedom of the child is allowed.	Control from within the child is the outcome desired.
By whom is the discipline furnished?	A parent or other adult disciplines from "without."	The child provides the discipline; no control or authority is given from "within."	The parent, other adult, or child, provides the discipline.
What education takes place?	Little emphasis on explanation is given. The child is expected to accept rules unquestioningly.	Few rules and little guidance or explanation are given.	The major emphasis is on explaining the meaning of rules and repeating them until the child learns them.
How are rewards used?	Rewards are avoided for fear of spoiling the child.	The child is expected to derive satisfaction from the social approval that good behavior brings.	Praise is used lavishly for right behavior or attempts on the child's part to do what she or he knows is expected.
How is punishment used?	Emphasis is on corporal punishment for misbehavior. No attempts are made to find the reason for the misbehavior or if it was intentional.	The child learns from consequences of the act that she or he has done the wrong thing.	This is reversed for intentional misbehavior. The child is given an opportunity to explain why she or he misbehaved before being punished. Corporal punishment is used infrequently. Instead, emphasis is placed on punishment related to misbehavior.
What learning on the part of the child does the discipline foster?	It develops expectations of complete protection and decision making by adults. Obedience occurs through fear and habit, not understanding of the situation.	The child may think only of himself or herself and disregard others. He or she may become aggressive.	The child learns to work with others; to respect the ideas, rights, and feelings of others; and to think for himself or herself.

DISCIPLINE ALTERNATIVES

1. USE A "TIME-OUT." HAVE THE CHILD SIT IN A CHAIR IN A NEUTRAL LOCATION. SET THE KITCHEN TIMER. THE PARENT DOES NOT MAKE COMMENTS ABOUT THE CHILD'S BEHAVIOR. THE CHILD HAS QUIET TIME TO CONSIDER HIS OR HER BEHAVIOR THAT CAUSED THE TIME-OUT.

2. INTERVENE IN SITUATIONS ONLY WHEN THE CHILD LOSES HIS OR HER SELF-CONTROL OR HURTS SOMEONE ELSE. REDIRECT THE CHILD TO ANOTHER ACTIVITY TO USE UP HIS OR HER EXCESS ANGER AND ENERGY.

3. REDIRECT CHILDREN WHO ARE NOISY TO QUIETER ACTIVITIES. THE PARENT HAS THE RIGHT TO DETERMINE ACCEPTABLE NOISE LEVELS.

4. ISOLATE YOURSELF IF YOU ARE BEING AN IRRATIONAL ADULT BECAUSE YOU ARE UPSET.

5. TAKE AWAY A PRIVILEGE WHEN A RULE IS BROKEN.

6. TRY ROLE PLAYING. TAKE OPPOSITE ROLES IN A DISPUTE SO THAT A CHILD HAS A CHANCE TO SEE HOW AN ADULT FEELS.

7. TEACH CHILDREN TO USE WORDS TO WORK OUT AGREEMENTS AND COMPROMISES.

OBSERVATION OF CHILDREN'S UNACCEPTABLE BEHAVIOR

Setting_____ **Child's approximate age**_____

CHILD'S BEHAVIOR	DESCRIBE HOW THE PARENT OR TEACHER HANDLED THE BEHAVIOR

How would you have handled the above behavior?

LATCHKEY CHILDREN

Discuss these points to consider in relation to leaving children at home alone.

1. **Assess your child's ability to adequately care for himself or herself.**
2. **Consider the quality of your neighborhood.**
3. **Know how your job conditions will affect your ability to leave your child in self care.**
4. **Consider your attitude about leaving your child unattended.**
5. **Provide the child with a reasonable schedule of things to do.**
6. **Work at communicating with your child.**
7. **Define safety rules.**
8. **Prepare for callers.**
9. **Practice routines for dealing with strangers.**
10. **Limit visits by the child's friends.**
11. **Consider combining self care with other forms of care such as day care, babysitting, lessons, or afternoons at the local library.**

LATCHKEY RULES

HOME SECURITY RULES:

Lock all doors and windows.
Do not open the door for anyone.
Turn on an outside light at night.
Let neighbors know that you are home alone.
Do not tell anyone over the phone that you are alone.
If a telephone caller threatens you, hang up.
Play music or television quietly.
Have the police telephone number near the phone.
If necessary, dial "0" for operator.
If you hear or see something dangerous, call a neighbor or the police.

ANSWERING THE TELEPHONE:

Answer promptly and politely.
Speak clearly.
Take a message.
Do not tell anyone you are alone.
Do not give your address to anyone.
Keep your calls short in length.
If someone gives you trouble, hang up.

MAKING EMERGENCY CALLS:

Call _____.
Speak clearly and calmly.
Say, "I want to report a fire (accident, dangerous situation). This is an emergency."
Give exact location.
Tell about the fire or other emergency.
Answer questions.
Do not hang up.

KITCHEN SAFETY RULES:

Wash hands.
Wear short sleeves or roll up sleeves.
Wipe up spills.
Always use a cutting board.
Cut away from you, not toward you.
Use knives that are not too sharp or too dull.
Turn pot handles to the back of the stove.
Use pot holders.
Keep oven door closed.
Turn oven and stove off.

CLOTHING AND TEXTILES SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 1. Identify factors affecting decisions.
C. III. Meet individual needs through clothing
sc. **13. Identify factors influencing clothing selections.**

CONCEPT(S) AND GENERALIZATION(S):

Clothing Selection
For the single parent, clothing selections for self and child(ren) must be made with consideration given to the financial aspects, care requirements, durability, and comfort of the garments.

OBJECTIVE(S):

1. Identify three factors that influence the selection of clothing for single parents and their child(ren). (sc-13)

EVALUATION-Objective 1:

1. Assume you are the single parent of a six year old son. You are planning to purchase clothing for your son's first year at school. List at least three factors that you would consider when selecting clothing for your son. Are any of the factors unique for a single parent? If so, how?

2. Identify three factors which influence a custodial single parent's selection of clothes for himself or herself which are unique to him or her because of being a custodial single parent.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Provide students with clothing and textiles textbooks or other resources that give information about clothing selection. Divide students into small groups and give them posterboard for the following activity.

Student Directions:
In groups of three to five, create a list of factors that influence clothing selection for a single parent family. Record your ideas on posterboard. Use textbooks or other resources for information. General factors might include care requirements for clothing, financial considerations, durability, etc. Be specific and thorough with suggestions. Are there differences in factors to consider for a single parent family compared to a two parent family? If so, what are the differences?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Provide information about clothing budgets, cost of clothing in relation to quality, type of care that various garments require, the durability of clothing, and the comfort of clothing. Discuss these factors in relation to a single parent buying for himself or herself and in relation to purchases for children. Information can be obtained from a clothing and textiles textbook or other sources. Divide the students into two groups for this activity.

Student Directions:
Divide into two groups. One group assumes the role of a single parent family and the other group, a two parent family. Each group defines the clothing needs for "back to school." There are three children in the families: a girl four years old, and two boys who are nine and twelve years old. Describe how the following factors would effect the clothing choices made:

a) financial considerations (use a catalogue to obtain estimates of costs of clothing items)
b) comfort/wearability
c) durability
d) care and maintenance
e) fashion

Suggest other considerations that would effect clothing selections.

In addition to the children's needs, suggest what needs the parents may have for clothing. Assume that the single parent will be working and that in the two parent family only the father is employed. Once the lists are compiled, compare the factors which influence clothing selections for single and two parent families. Are there differences for wardrobes of the adults in these families? How does being employed as a custodial single parent effect clothing selections?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 13. Evaluate various clothing-care products.
C. IX. Care for clothing appropriately.
sc. **34. Follow appropriate procedures for daily clothing care.**

E.E. 6. Define effective standards for consumer buying.
C. XII. Select appropriate clothing for family members throughout the life cycle.
sc. **48. Utilize consumer skills in buying family clothing.**

CONCEPT(S) AND GENERALIZATION(S):

Buying and Caring for Clothing
Since money, time, and energy may be limited for a single parent family, daily clothing care must be minimized through appropriate choices when buying clothes, through planning, and through sharing the responsibility with children.

OBJECTIVE(S):

1. List three procedures for a single parent family to follow in relation to caring for clothing. (sc-34)

2. Describe two consumer skills that a single parent uses when buying family clothing. (sc-48)

EVALUATION-Objective 1:

Assume you are a single parent with two preschool children. List three appropriate procedures for caring for clothing.

EVALUATION-Objective 2:

Describe at least two important consumer skills to use when buying clothing for a single parent household. In particular, discuss the factors of care and maintenance of clothing as they affect purchasing decisions.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Obtain information from textbooks, fabric care labels, and other sources about the care requirements of various fibers, fabrics, and garments. Present information to class. Emphasize the effects that clothing purchases may have on the care requirements.

Student Directions:
Discuss care procedures for various types of clothing. List factors that effect the care requirements of clothing, such as washability, durability, ironing needs, and dry cleaning needs. Describe how garments require different amounts of time, energy, and money to maintain. Discuss how these requirements are limited for the single parent. For example, how would the cost of caring for clothing, or the time required to care for clothing be difficult for a single parent. In addition, describe the role of care and maintenance in the decision to make certain purchases. How do care requirements effect clothing selection?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Invite several single parents to discuss the procedures that they use for daily clothing care. Also, ask them to address the impact of the care of clothing on the decision to buy certain clothing. If possible, select parents who have children of different ages so that the involvement of children of different developmental stages or abilities will be discussed. Use TLA 1 for this activity.

Student Directions:
Listen to single parents describe their procedures for purchasing clothing in relation to care requirements and the daily routine for caring for clothing. Ask them the questions listed in TLA 1. Record their responses on this worksheet.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
As a follow up activity to the guest speakers, discuss the responses of the single parents that were recorded on TLA 1.

Student Directions:
Discuss the responses of the single parents to the questions from TLA 1. How might clothing selections and care of clothing for a single parent family be different from these procedures for a two parent family?

BUYING AND CARING FOR CLOTHING AS A SINGLE PARENT

Ask the following questions about selection and care of clothing to a group of single parents:

1. **What factors do you consider when purchasing clothing for yourself and your child(ren)?**

2. **How are time, energy, and money related to purchasing and caring for clothing?**

3. **Do you feel that your clothing purchases and daily clothing care procedures are unique because you are a single parent?**

4. **Does the care of clothing influence your decisions about purchases?**

5. **Do your child(ren) assist in caring for clothing? If yes, describe how.**

6. **Are you pleased with your purchasing and care procedures?**

7. **How does working influence decisions about purchasing clothes and the way that you care for clothing? For example, are your child(ren) more involved because you have less time and energy for buying and caring for clothing?**

CONSUMER EDUCATION SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 23. Describe procedures to successfully combine roles of homemaker and wage earner.
C. VII. Analyze careers and job opportunities related to the field of consumer education.
sc. **50. Combine the roles of homemaker and wage earner successfully.**

CONCEPT(S) AND GENERALIZATION(S):

Single Parent Roles
A single parent must effectively combine the roles of parent, wage earner, and homemaker with limited assistance from other adults.

OBJECTIVE(S):

1. Compare the ways in which a single parent must combine the roles of parent, homemaker, and wage earner to the ways that members of a two parent family combine the roles in relation to economic issues. (sc-50)

EVALUATION-Objective 1:

For these situations describe three ways that a single parent's roles of parent, homemaker, and wage earner are different and/or similar to the roles of a two parent family. Are there economic factors to consider when combining these roles?

1) choosing child care for a preschool child

2) preparing dinner for the family

3) cleaning the house

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use TLA 1 to create a transparency or handout; or record the information on the chalkboard for students to use in the following activity.

Student Directions:
For each of the situations described in TLA 1, list ways in which the roles of parent, homemaker, and wage earner can be successfully combined for a one parent family and a two parent family, particularly in relation to economic factors. How are the role combinations in a single parent family similar and/or different than in a two parent family? Suggest ways in which a single parent might have to adapt in order for the roles to be effectively combined. How are specific economic factors different for a one parent and a two parent family?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Divide the class into two groups. Group A represents a single parent family and Group B a two parent family. Have students discuss ways in which combining roles of parent, wage earner, and homemaker may impact economic and other issues of a family.

Student Directions:
Divide into two groups. Group A represents a single parent family and Group B a two parent family. Each group should designate a reporter. Each group describes how the roles of parent, homemaker and wage earner could successfully be combined for the following situation:

The one parent , or two parent , family has a three year old daughter. It is Saturday morning and the household cleaning and laundry needs to be done. The mother; however, has to go to work to complete a project.

Each group reports how the roles of parent, homemaker, and wage earner could successfully be combined in this situation. Then compare the similarities and differences in combining the roles for a single parent and a two parent family in relation to economic factors. For example, the two parent family could have the child stay with the father, or could afford to hire a sitter. The single parent; however, might not have the money for a sitter. Is it possible for a single parent to successfully combine all the roles?

COMBINING THE ROLES OF PARENT, HOMEMAKER, AND WAGE EARNER

In these situations, how would a single parent family and a two parent family combine the roles of parent, homemaker, and wage earner? Would dealing with this situation be an economic issue for the family?

	SINGLE PARENT FAMILY	TWO PARENT FAMILY	ECONOMIC ISSUE
1. The laundry needs to be done:			
2. The car is being repaired and the children have to be taken to school:			
3. Shopping needs to be done for the children and for the parent(s):			
4. Grocery shopping needs to be done:			
5. The parent(s) are at work and the child becomes sick:			

FAMILY LIVING AND PARENTHOOD SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 10. Analyze financial considerations related to children.
C. III. Assess the components of responsible parenthood.
sc. 19. Describe financial considerations related to children.

CONCEPT(S) AND GENERALIZATION(S):

Financial Demands of Single Parenthood
Regardless of the size of the financial contribution for child support contributed by the noncustodial single parent, this contribution typically is limited and any additional needs of the family must be met through the resources of the custodial parent.

OBJECTIVE(S):

1. Describe the sources of financial support available to single parent families to assist in meeting child care expenses and other costs of child support. (sc-19)

EVALUATION-Objective 1:

List three common sources of financial support for single parent families. For each source, discuss whether or not it is adequate and dependable to meet the child care expenses of an "average" single parent family.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Identify guest speakers and ask them to speak about state legal requirements and average dollar amount of child support payments awarded in court settlements.

Student Directions:
Listen to a guest speaker from a social service agency who works with custodial single parents or search through recent magazine articles from your school library to learn about the sources of and the average dollar amount of monthly child support payments (per child) typically provided by the noncustodial parent or from governmental agencies. A divorce lawyer, financial counselor, or family court judge could be contacted to obtain information about typical child support payments required of noncustodial parents. (These persons also may be able to discuss the problems of nonpayment of child support and the legal problems which may arise when child support payments which have been awarded by a court are delinquent or not paid by the noncustodial parent.)

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Assist your students in determining the range of monthly costs for various categories of child support expenses, including housing, food, shelter, child care programs, medical care, insurance, and miscellaneous discretionary items.

Student Directions:
As a class, brainstorm a list of categories of daily, weekly, and monthly financial costs of caring for children of different ages (such as one year, ten years, and eighteen years old). Work with another student and take each of the categories and investigate or estimate the minimum monthly cost for that category to adequately meet the basic needs of the child. (A minimum and maximum cost range should be estimated.) Compare the total minimum costs of supporting a child for a month (determined by adding together the minimum monthly cost from each category) to the average amount of child support money received by custodial single parents. Discuss possible unexpected expenses which a parent might have in caring for his or her child(ren). Given the average amount of child support received by custodial parents (determined in previous activity), discuss whether the money received for child support would stretch to pay for such unexpected costs. Discuss other sources of dependable income which a custodial parent could turn to if child support money is insufficient or unreliable.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 10. Analyze financial considerations related to children.
C. III. Assess the components of responsible parenthood.
sc. 19. Describe financial considerations related to children.

CONCEPT(S) AND GENERALIZATION(S):

Financial Demands of Single Parenthood
The custodial single parent, as the person ultimately responsible for meeting all of the financial needs of the family, generally has to decide what level of housing can be afforded, what purchases can be made, and what style of life is possible.

OBJECTIVE(S):

1. Describe possible adjustments in standard of living which single parent families often must make as the financial costs of rearing children increase over time. (sc-19)

2. Suggest ways that a single parent can determine how and when to involve children in the family's financial decision making. (sc-19)

EVALUATION-Objectives 1, 2:

Use the following case study as the basis for responding to the questions which follow:

When Natalie was divorced, she began to receive a total of $300 each month from various sources (the children's father and governmental aid) for support of her two children. When her children were ages five and seven, the child support money Natalie received seemed adequate because she also had her salary from her full-time job to use for family expenses. When her children reached 12 and 14 years of age, Natalie found that she was having greater difficulty in paying all of her bills each month, even though her salary had increased at regular intervals through the years.

1. What costs of raising her children may have gone up?

2. What changes might this single parent have to make in her standard of living to reduce her costs? (List things which other single parents sometimes do to cut costs, since you do not know the details of how this particular single mother and her children live.)

3. How could Natalie involve her children in helping with her financial problems without overburdening them or giving them more decision making power than they should have?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Begin this activity with a definition of the term *standard of living.* Have students discuss their perceptions of what is a minimally acceptable standard of living for a single parent family in relation to housing, level of income, and amount of discretionary income for nonnecessities.

Student Directions:
Identify some reasons why a single parent family's standard of living can change. What events could require this type of family to reassess their expectations about how well they must live? Who should make the decisions for the family about where they can afford to live and how much money can be spent on necessities and "extras" that various family members want? Should children be involved in the decision making? At what age are the children old enough to make buying decisions? What complications may result if a single parent has his or her child(ren) become too involved in the family's financial decision making?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Have the class read the quotation from a single mother of a 12 year old boy, found in TLA 1.

Student Directions:
Discuss the financial problems of parenthood the single mother in TLA 1 may face over the next decade. What additional expenses may she have that she did not have when her son was younger? Suggest some appropriate ways she could involve her son in carrying some of her financial burden, both in terms of her decision making about spending for his needs or wants and through having him contribute to his own support through part-time jobs or managing a limited allowance she might give him for school, clothing, and other expenses. What will her financial responsibilities be to him when he reaches age 18? What should he expect from her in supplemental financial support when he becomes a young adult?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 21. Describe the multiple roles of homemaker/wage earner.
C. IV. Analyze factors contributing to successful family living.
sc. 25. Compare perceptions of family roles.

CONCEPT(S) AND GENERALIZATION(S):

Role Perceptions Affecting Single Parent Families
Traditional societal expectations regarding who (the mother, father, or child) is responsible for particular family roles and how these roles should be performed may not be met in the way individuals perform their roles in the single parent family.

OBJECTIVE(S):

1. Describe possible adjustments in role performance perceptions or expectations of single parents and child(ren) which may be required in a one parent household.

EVALUATION-Objective 1:

List five family home management (household) tasks which may be easier for two parent families to accomplish because they have the advantage of having two adults to assist in handling the tasks. Following each, give an example of how a single parent could handle the task. Use the following format:

Family home management (household) task:

Example: Preparing dinner and cleanup

How a single parent might handle this task differently:

Example: Give the children a snack when they arrive home and tell them they will be eating dinner at a later time (such as 6:30 or 7:00 rather than 5:30). Involve the older children in helping with cleanup.

When all five tasks have been listed, choose any one and write a short paragraph explaining what the single parent could do to deal with the following critical remark from one of the children: "Why can't we do this like other families do? Why do we always have to be different?"

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Begin this activity by reading (or presenting in your own words) the following information. A transparency master which lists the ways single parents deal with role overload appears in TLA 1.

> Many single parents who also work full-time say they have a difficult time managing their roles as parents, as homemakers, and as employees/students. They have less help from other capable adults (such as a spouse) to do housekeeping chores and other day to day tasks of running a home and in addition to being an actively involved parent. This causes what is referred to as a *role overload* for the majority of single parents. Some of the ways single parents deal with the overload of responsibilities include the following:
>
> 1) establishing priorities and doing only what must be done;
> 2) refusing to do tasks or activities they can't manage on their own;
> 3) insisting on time for themselves regardless of what tasks need to be done;
> 4) involving the child(ren) in taking responsibility for doing various tasks; and
> 5) calling for outside help when the demands become too great.

Student Directions:
Give some examples of things a single parent could do to reduce his or her role overload in performing housekeeping tasks. Describe some tasks which could be eliminated or placed on a "low priority" list in most homes. Identify some tasks children can be expected to be able to do and whether or not it is fair to ask children to do jobs around the house (without being paid for the jobs they do). Generate a list of possible outside sources of help when a parent simply cannot handle a task that must be done.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Using the examples given in class for the previous activity, discuss how some single parents, their children, relatives, friends, and neighbors may react when certain role performance tasks are neglected. Have students role play situations in which a single parent is criticized by various persons, including his or her own teenage child, a relative, or a neighbor when it appears that something is not being done that the other person believes is the parent's responsibility. Include situations in which the task being neglected is a housekeeping chore (such as dusting the furniture or making the beds), a child care task (such as taking the child to the dentist or making the child a hot breakfast in the morning), a financial management task (such as balancing the checkbook or completing own income tax forms), or a parenting task (such as taking part in daytime school activities of the child or having someone to care for a school age child after school when the parent is at work).

Student Directions:
Role play various situations in which a single parent is criticized by various persons for not fulfilling his or her parental responsibilities. How might the parent respond to the criticism? Discuss constructive responses the parent might make to the criticism and what might be an appropriate justification for the parent's failure to do the task. Finally, describe whether societal expectations regarding how to parent have changed as a result of the increasing numbers of single parent households.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 30. Evaluate the interrelationship of employment and home life and the implication for satisfaction in both areas.

C. VII. Analyze career and job opportunities.

sc. **44. Analyze the interrelationship of employment and home life.**

CONCEPT(S) AND GENERALIZATION(S):

Combining Employment and Single Parent Responsibilities
Single parents who work full-time may be free from the greater economic insecurity of joblessness or part-time work, yet their jobs may cause them difficulty in balancing work and family responsibilities.

Single parents who are able to get jobs that provide adequately for their financial needs often find that their jobs are not flexible enough to allow them to spend adequate and optimal time with their children.

OBJECTIVE(S):

1. Determine the effect of employer policies regarding work hour flexibility, vacation and sick and emergency leave policies, acceptance of children in the workplace, and accommodations made for single persons who have parental responsibilities. (sc-44)

2. Describe three ways an employee who is a single parent may negotiate for greater job flexibility so that he or she may fulfill parental responsibilities. (sc-44)

EVALUATION-Objective 1:

Summarize the typical employer policies regarding work hour flexibility, vacation and sick or emergency leaves for two different home economics occupations.

EVALUATION-Objective 2:

If a parent learns that his or her child has been injured or has become sick during the parent's work hours, what would be an appropriate procedure to deal with the problem in most workplaces? What would be an appropriate response if the employer refused to let the parent leave to take care of the child?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define the following terms related to employer policies: *split shift, sick leave, overtime, vacations, emergency leave,* and *personal leave.* Provide students with a list of home economics occupations and assist them in finding employers of persons in these jobs through examination of the the classified ads or through an employment service which they could call. Have students complete TLA 3 as they conduct the interview with the employer.

Student Directions:
Use classified ads or contact an employment service to find a job opportunity in a home economics occupations. Call an employer who employs workers in this job and ask him or her to respond to a series of questions for a class project on determining employer policies related to employees with children. Use TLA 3 to record responses.

LEARNING ACTIVITY-Objective 1, 2:

Teacher Note:
Invite a panel of local employers to come to class and discuss how they feel about employees taking off sick days or asking for other special considerations because they need to take care of their children.

Student Directions:
Listen to a panel of employers discuss their policies for dealing with the concerns and needs of employees who have children. Plan some specific questions which you could ask the employers regarding their policies for split shifts, sick leave, overtime, vacations, and emergency or personal leave for employees who have special needs because of their parental responsibilities. As how employees might negotiate for greater job flexibility so that they may fulfill parental responsibilities.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Develop a series of role playing situations in which students could play the parts of employers and employees who need to discuss the employee's needs related to some aspect of job policy that is infringing on his or her ability to meet parental responsibilities.

Student Directions:
Role play the parts of an employer and an employee who are discussing various problems which the employee is having because of his or her parental responsibilities.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 24. Identify support systems and services available to families.
C. V. Distinguish characteristics of each stage of the family life cycle.
sc. **37. Identify support systems and services available to the family at each stage of the family life cycle.**

CONCEPT(S) AND GENERALIZATION(S):

Support Systems
Although single parents have full responsibility for their children, nearby extended family can provide outside support.

For single parents, friends and/or the other parent, can provide valuable support.

Groups/agencies within the community can provide support for single parents.

OBJECTIVE(S):

1. Identify support systems that would be helpful to a single parent at the beginning, growing, and launching stages of the family life cycle. (sc-37)

EVALUATION-Objective 1:

List and describe two support systems that are helpful to a single parent when a child is an infant, school age child, and adolescent.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Refer to Comprehensive Homemaking I which discusses agencies or other outside support systems. Also, discuss family as a support system. Define stages of the family life cycle. (see TLA 1 from Comprehensive Homemaking I)

Student Directions:
Prepare a list of all available support systems that you believe are important. Include family members, friends, and the child's other parent, as well as support groups or agencies. Describe and discuss the role of each of the individuals or groups of people. Make a list of support systems that are important when the child is an infant, school age child, and adolescent. Do the needs for support change in any way?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use information from above activity. Provide the students with resources for support systems, including family, friends, or the other parent. Divide students into groups.

Student Directions:
With the members of your group, prepare a pamphlet or information booklet to be distributed to single parents which describes support systems (community, family, friends, the child's other parent, etc.) that are beneficial for the beginning, growing, and launching family. Be detailed, informative, and creative.

DEVELOPING PARENTING SKILLS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 27. Describe methods for coping with family problems and crises.
C. VI. Manage family problems and crises.
sc. **41. Analyze approaches for coping with family problems and crises.**

CONCEPT(S) AND GENERALIZATION(S):

Dealing with Problems and Crises
Single parents must handle situations themselves because of the absence of a second parent within the household to provide support or suggestions for solutions to problems.

OBJECTIVE(S):

1. Analyze ways that a single parent can cope with problems and crises. (sc-41)

EVALUATION-Objective 1:

Select one of the following situations, and suggest two ways that a single parent might work through the problem or crisis? Give advantages and disadvantages of each way you suggest.

a. Your child wants to play soccer and you do not have the time or money.
b. You only receive $150 per month child support for two children, and this is not enough to meet the needs of the children.
c. Your child(ren) do not see their other parent on a regular basis and frequently ask to see him or her.
d. Your infant has pneumonia and must be hospitalized and you do not have health insurance.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Provide the students with several situations in which a single parent must deal with problems or crises. For example:

a) Your six month old child is ill, and you have no sick or vacation leave from work.
b) A seven year old child refuses to go to bed.
c) You have been unemployed for a month, and you have an eight year old and a fourteen year old.
d) You have a three year old child and you are not receiving child support from the other parent.

Suggest additional situations for the students to analyze. Propose ways of determining advantages and disadvantages of solutions.

Student Directions:
Analyze the problems presented by the teacher. How can a single parent effectively solve the problems? What resources are available to help with these situations? Include community resources as well as friends and family. Determine advantages and disadvantages of each solution proposed.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Prepare a box to be used as a "question box." Give student cards and have each of them write an example of a problem or crisis that a single parent may experience. Collect cards in question box. Have students draw a card and propose solutions to the situation. The class may also make suggestions. Discuss feasibility of suggested solutions. Possible questions to suggest to the student might be:

a) What are the advantages/disadvantages of the proposed solution?
b) Is the solution a workable one for a single parent?

If the proposed solutions are not adequate, suggest that further information be obtained from outside sources such as the library or community agencies.

Student Directions:
On a card, write at least one problem or crisis that a single parent might experience. Place the cards in a box. Then draw a card and make suggestions or give ideas about possible solutions to the problem or crisis. Examples of problems might be making arrangements for after school care or securing child support. If a particular problem cannot be answered, seek outside information from support agencies, single parents, or the public library. If you obtain outside information, report the findings to the class.

SECURING ADEQUATE CHILD CARE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 10. Analyze financial considerations related to children.
C. III. Assess the components of responsible parenthood.
sc. **19. Describe financial considerations related to children.**

CONCEPT(S) AND GENERALIZATION(S):

Child Care Arrangements
Child care for children may be a financial problem for the single parent.

OBJECTIVE(S):

1. List ways to provide appropriate care for children when financial resources are limited. (sc-19)

EVALUATION-Objective 1:

John, a single parent, wants to provide adequate child care for his three year old child, but he does not have enough money to use one of the expensive day care centers. List three alternatives you would suggest that he consider.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Discuss factors on TLA 4 for assessing child care. Describe how quality care can be secured in relation to financial considerations, particularly when financial resources are limited.

Student Directions:
Using TLA 4, complete a survey of available child care in your community. Use the yellow pages to locate child care facilities or seek information from friends. Call one facility and ask about the child care situation in relation to each of the categories. Ask other questions which you think are important. After completing the list, discuss how quality care can be found for children if money is limited.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Give information about factors to consider when choosing a child care facility (from above activity). Emphasize that child care should be quality, but often is so costly that money becomes an over-riding consideration when choosing child care. Taking the factors of quality into consideration, discuss how adequate care can be provided when financial resources are limited. For example, child care can be less expensive if scholarships are available at a preschool, if programs are funded by the government, if college lab schools provide less expensive programs, if a relative can adequately care for a child, or if an individual day home is available at a lower cost, etc.

Student Directions:
List ways to secure adequate day care for children when money is limited. Call local agencies to obtain information about child care programs which are subsidized by the government. Suggest other alternatives, such as relatives, friends, etc. Compile a list of moderate to low cost child care facilities in your town or community.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 2. Develop appreciation of self, family, and peers.
C. 1. Analyze own development.
sc. **2. Develop a positive self-concept.**

CONCEPT(S) AND GENERALIZATION(S):

Self-Concept
Managing as a single parent requires a positive self-concept.

OBJECTIVE(S):

1. Describe factors which contribute to a single parent's self-concept. (sc-2)

EVALUATION-Objective 1:

Describe three factors which contribute to a positive self-concept for a single parent.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Hand out three index cards to each student. Have students write positive characteristics of a single parent on the cards (being independent, helping your child , securing a job, etc.) Take up the cards. Divide class into groups of four to five students. Have each group select a chairperson to make sure that the discussion is positive and keeps moving.

Student Directions:
Using the cards provided, list three characteristics of a single parent that would make them feel capable or successful. Divide into groups and share your items with the other members. Choose a chairperson to make a master list of the positive characteristics of a single parent. Share the characteristics with the class. How do these characteristics make a single parent feel? How can being a good parent improve an individual's self-concept?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use the case study suggested below or create other situations which depict the self-concept of a single parent. Have students react to the case study and suggest what kind of self-concept the single parent has in this situation. From their analysis of the case study, what factors can be identified that contribute to a single parent's self concept?

Student Directions:
Read and analyze the following case study which describes a single parent:

Jana is a 26 year old single mother with a six year old daughter, Jennifer, and a two year old son, Todd. She works as a waitress at a nice restaurant, but does not have an adequate income. The children's father pays $400 per month child support, but he does not always pay on time. Jana has started typing in the evenings to make more money. She is very busy trying to get by. This is how Jana describes her situation: "I have no money, little time for my children, and no time for myself. All I do every day is go to work, come home and prepare dinner, get the children to bed, do typing to earn money,and go to bed myself. My children complain that I do not spend time with them, that they cannot have friends over, and that they want to go places. Jennifer wants to take gymnastics, and I would like for both of them to take swimming lessons. But I do not have the money or the time to take them to the pool. I never go out and have fun myself. I do not have time for friends, or time to meet a man. Even if I did meet a man, my hair is stringy, I have no clothes, I am 25 pounds overweight, and I am too tired to deal with another person. Being a single parent is impossible."

How does Jana feel about herself? What could you suggest that she do to improve her self-concept? How could a positive self-concept improve her feelings?

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 2. Develop appreciation of self, family, and peers.
C. 1. Analyze own development.
sc. **7. Analyze ways to develop and maintain mental health.**

CONCEPT(S) AND GENERALIZATION(S):

Mental Health
Single parents often must establish self-reliance in maintaining their own mental health.

When single parents consciously work to develop and maintain their own mental health, children are more likely to develop and maintain good mental health.

OBJECTIVE(S):

1. Define mental health and suggest ways in which single parents can develop and maintain mental health. (sc-7)

EVALUATION-Objective 1:

1. What is mental health?

2. Describe two ways in which single parents can develop and maintain good mental health in their lives.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define *mental health.* Write situations which promote mental health on the board. For example: planning family outings, securing appropriate child care, scheduling leisure time, etc.

Student Directions:
Make suggestions for promoting mental health. The teacher will record the suggestions on the board. Discuss ways that a single parent can be mentally healthy. Describe ways in which children are affected by a parent's mental outlook. How can single parents promote the mental health of their children? How can a single parent maintain a healthy attitude?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Mental health may be improved or maintained if an individual is happy about his or her life. Ask each student to define *happiness* in relation to being a single parent. Provide magazines and supplies for making collages. Divide class into groups.

Student Directions:
Write a definition for *happiness* on a sheet of paper. In a group, discuss the definitions. Make additions or changes if necessary to make an appropriate definition for the term happiness. Use magazines and supplies provided by the teacher to make a collage which illustrates your group's definition of happiness. As a class, describe ways to achieve and maintain happiness, particularly in relation to being a single parent. How is happiness a part of developing and maintaining mental health?

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 2. Develop appreciation of self, family, and peers.
C. 1. Analyze own development.
sc. 9. **Demonstrate sensitivity in dealing with own needs and those of others.**

CONCEPT(S) AND GENERALIZATION(S):

Meeting Needs
Single parents may better meet the needs of their children if they give attention to their own needs.

OBJECTIVE(S):

1. List five needs which single parents may have. (sc-9)
2. Describe ways in which single parents can provide for their own needs. (sc-9)
3. When given examples of needs of single parents and their children, suggest ways of meeting these needs. (sc-9)

EVALUATION-Objectives 1, 2:

Complete the following chart by listing three needs which single parents may have. Describe ways they may meet these needs.

NEEDS	WAYS TO MEET NEEDS
1.	
2.	
3.	

EVALUATION-Objective 3:

Maria is a single parent with two children, ages six and eight. She needs some time to herself, but she does not live near any of her family. Give her three suggestions of how she could manage to have one night a week by herself and at the same time provide appropriate care for her children.

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Define *needs* in relation to the needs of a parent and the needs of children.

Student Directions:
List needs which single parents have. Suggest ways that these needs can be met. How can the needs of the children also be met? When should children be included and when should they not?

LEARNING ACTIVITY-Objectives 1, 2, 3:

Teacher Note:
Secure magazines with pictures of leisure activities. Discuss leisure time as a way of meeting one's needs.

Student Directions:
Using the magazines provided (or draw your own pictures), select pictures of leisure activities which you would enjoy. Make a collection of activities. As a class talk about how leisure time can fulfill needs of individuals. How could you actually engage in these activities if you are a custodial single parent? Suggest specific ways to participate in activities without your children. For example, what types of arrangements for day care are available when you want to go out? How can you meet the need of having leisure time and also meet the needs of your child(ren)?

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 8. Weigh options for the immediate future.
C. II. Assess realistically patterns of dating and the process of mate selection.
sc. **11. Analyze dating relationships.**

CONCEPT(S) AND GENERALIZATION(S):

Dating
A single parent faces a particularly unique situation in relation to dating.

Single parents can establish dating relationships, but planning is necessary.

OBJECTIVE(S):

1. Describe factors that make dating difficult for a single parent and ways to overcome the difficulties. (sc-11)

2. When given a situation involving dating relationships of a single parent, analyze problems which could arise and propose ways to avoid the problems. (sc-11)

EVALUATION-Objective 1:

List two ways that dating is a problem for a single parent. How can these difficulties be overcome?

EVALUATION- Objective 2:
Tony has a date to go out tonight. He and his date get along very well, but she resents the fact that he is not free to go out at any time because he has custody of his seven year old son. What problems could arise in this relationship? What can Tony do to avoid these problems?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Using the blackboard or a flip chart, make two headings: "Factors Affecting Dating" and "Factors Affecting Dating as a Single Parent."

Student Directions:
Using the headings "Factors Affecting Dating" and "Factors Affecting Dating as a Single Parent," list all of the factors that you need to consider for each category. Which factors are similar? Which are different? Is dating as a single parent more difficult or stressful? Suggest ways to cope with problems.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Use the suggested problems of dating listed below to assist students in identifying difficulties in dating for a single parent. Add other situations.

Student Directions:
Suggest ways to cope with the following dating problems which may occur as single parent:
a) Your boyfriend or girlfriend dislikes your child(ren).
b) You are planning to attend a concert with your date, but your six month old is ill.
c) Your three year old loves your new friend, but your seven year old dislikes him or her.
d) You want to go out more frequently, but you cannot afford a baby sitter.

What other problems occur when a single parent dates?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Invite at least three single parents to serve as a panel for a discussion of dating.

Student Directions:
Listen to a panel of single parents describe dating. Ask questions such as: What are the problems or difficulties they encounter? How do they handle the problems? What are the advantages and disadvantages of dating? What do they say to their children? How do they arrange child care when they have a date?

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 8. Weigh options for the immediate future.
C. II. Assess realistically patterns of dating and the process of mate selection.
sc. **12. Analyze the process of mate selection.**

CONCEPT(S) AND GENERALIZATION(S):

Mate Selection
When a single parent is considering marriage, many factors must be evaluated in order for the marriage to be successful.

Analyzing the process of mate selection enables a single parent to choose factors which lead to a successful marriage.

OBJECTIVE(S):

1. Assess the factors to consider when a single parent selects a mate. (sc-12)

2. Analyze various ways of selecting a mate by a single parent. (sc-12)

EVALUATION-Objective 1:

List and discuss two factors which a single parent should consider when choosing a mate.

EVALUATION-Objective 2:

Jennifer has three children, ages three, four and, six. She wants to get married again but she does not know any men who are about her age. A friend suggests that she go to a singles bar, but that she not tell anyone she meets that she has three children. Would you advise Jennifer to follow her friend's suggestions? Explain why or why not.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Make available poster board or use the black board for listing qualities of a mate.

Student Directions:
As a class, brainstorm all the possible qualities to look for in a future mate. Record on poster board or the black board. Examine each quality and check those which are unique for a single parent. Add additional ones for a single parent. How do these two lists compare? How do the qualities differ from choosing a mate if you did not have children?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Make a list of factors which single parents should consider when contemplating marriage. Include considerations of meeting the needs of the children as well as the adult.

Student Directions:
Role play a situation in which a young couple is contemplating marriage, and the man has custody of his one year old son. In the role playing situation, the couple is seeking advice from a counselor. Before the role play begins, list the specific issues which should be addressed by the counselor. Role play other situations which illustrate the process of mate selection of a single parent.

LEARNING ACTIVITY-Objective 2:

Teacher Note:
Use the case study suggested below or develop other case studies suitable for analyzing ways of selecting a mate. Suggest ways to meet a potential mate such as Parents Without Partners, church groups, singles bars, friends, etc. Discuss the advantages and disadvantages of these ideas.

Student Directions:
Read and discuss the following case study in relation to selecting a mate.

William is a 22 year old single parent with custody of his three year old son, James. William goes to college and works part-time as a teller at a bank. He would like to meet a woman and establish a relationship.

Suggest ways that he could meet someone. Analyze the positive and negative aspects of each of the proposed ways to select a mate.

REDUCING STRESS
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 14. Analyze factors affecting relationships within the family.
C. IV. Analyze factors contributing to successful family living.
sc. **22. Analyze factors affecting relationships within the family.**

CONCEPT(S) AND GENERALIZATION(S):

Family Relationships
Relationships within a family may be developed through consideration of the viewpoints of the children as well as the viewpoints of the adults.

OBJECTIVE(S):

1. Describe factors affecting relationships of single parent family members. (sc-22)

2. Compare factors affecting relationships with single parent families to those within two parent families. (sc-22)

EVALUATION-Objective 1:

List and describe three factors which affect relationships of single parent families.

EVALUATION-Objective 2:

Compare the effect that a teenage child might have on relationships within a single parent family to those within a two parent family.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define *relationships*. Discuss factors which might affect a relationship.

Student Directions:
Choose a television show or a movie about a single parent family. Describe the relationships within the family. What needs to be changed in the relationships? What factors have contributed to the positive and negative aspects of the relationships? For example, if a character is very close with a sibling, a factor that positively contributed to this relationship might be that they are very close in age. A negative aspect of a relationship could be that a parent is too strict with his or her teenager.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Divide the class into two "family" groups. One group is a single parent family. The other group is a two parent family. Assign students to roles. For example, mother, father, teenage son and daughter, an infant, aunts, etc. Suggest role playing situations such as the ones listed below for the single parent and two parent families groups to role play.

Student Directions:
Role play a family situation which might affect the relationships between or among family members. One situation to role play would be the mother accepting a position out of town and the family has to move. Role play how this might affect the relationships in a single parent family and a two parent family. Role play other situations of factors affecting relationships, such as a teen age daughter wanting to drive, a six year old wanting to obtain a pet, a grandmother moving into the family situation. After the role playing episodes, discuss how relationships were affected by these factors. Describe differences in relationships for one parent and two parent families.

ROLE OVERLOAD

Quotation from a single mother of a twelve year old boy:

> **"It's a very difficult situation. I have to make all the decisions. I have to pay all the bills. I have to know where the money is coming from. It's all *my* responsibility. There are always more bills coming in and not enough money to pay them. I don't like having to decide everything by myself--everything from where we're going to live and how we're going to live to how I'm going to have the money to make it through the costs of my son's teenage years."**

DEALING WITH ROLE OVERLOAD

Some of the ways single parents deal with the overload of responsibilities include the following:

1) **establishing priorities and doing only what must be done;**

2) **refusing to do tasks or activities they can't manage on their own;**

3) **insisting on time for themselves regardless of what tasks need to be done;**

4) **involving the child(ren) in taking responsibility for doing various tasks; and**

5) **calling for outside help when the demands become too great.**

EMPLOYER INTERVIEW FORM

Employment Policies Affecting Single Parents

Name of a home economics occupation to investigate: _____

Directions: Call an employer who employs people in this occupation and ask him or her to respond to a series of questions for a class project on determining employer policies related to employees with children. Ask the following questions and be ready to report your findings in class:

1. Would you allow a split shift or be flexible in work hours for employees who have children?

2. Do you provide sick leave for your employees? Do you allow employees to take sick leave when they have a sick child but are not ill themselves?

3. Do you require employees with children to work overtime if they say they can't because of their parental responsibilities?

4. Are vacations assigned to employees in your business, or is the choice of vacation days left up to the employee?

5. In case of child-related emergencies, may a child attend work with the parent for a limited time until arrangements can be made?

6. Are parents allowed to leave work for children's medical appointments, school programs, or school conferences?

ASSESSING CHILD CARE

Use the following categories as a guide for assessing child care facilities:

1. **kind of care**
2. **location of care facility**
3. **number of children**
4. **number of staff**
5. **curriculum or activities**
6. **cost of care**
7. **ages of children at the child care facility**
8. **other important categories which should be considered**

How can quality child care be secured in relation to financial considerations, particularly when financial resources are limited?

FOOD AND NUTRITION SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 7. Identify principles of establishing effective work areas.
E.E. 8. Describe major and minor equipment needs.
E.E. 10. Identify factors affecting cost.
E.E. 11. Evaluate equipment cost vs. equipment features.
C. III. Manage family meals.
sc. **73. Manage time, energy, and equipment when preparing family meals.**

CONCEPT(S) AND GENERALIZATION(S):

Money, Time, and Energy Management of Family Meals
Single parents often are solely responsible for managing family meals, including planning and preparing meals which are satisfying and economical.

Well-planned and efficient use of common food preparation and storage equipment can save personal time and energy for single parents and enhance the nutritional quality of meals.

Simple preparation techniques which can be used quickly and with little effort tend to encourage the home preparation of meals and reduce the consumption of high cost convenience or fast foods.

OBJECTIVE(S):

1. Describe factors influencing meal planning decisions of single parents. (sc-73)

EVALUATION-Objective 1:

A single mother who has a full-time job frequently arrives home to find her 10 and 12 year old sons waiting anxiously for her to prepare their dinner. Because she is tired, she often goes to a fast food drive-up window to buy their meal or prepares convenience foods which cost more money than she wants to spend. She wants to do a better job of managing their meals and cutting their food costs. Keeping in mind that she is a single parent with limited time, energy, and money, describe three important factors she should consider as she makes decisions about meal planning.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Assist students in identifying persons to interview. These persons should be from single parent or two parent families (male or female) who take the primary responsibility for the planning and preparation of their family meals. As students share the responses of the persons interviewed, help them to analyze the effectiveness of the meal management techniques suggested.

Student Directions:
Interview persons from single parent and two parent families (female or male) who handle planning and preparing the meals for their families. Ask them how they decide what to prepare; when and how they shop for groceries; how they prepare meals and whether or not they have family members assist; and how they handle leftovers and cleanup. Discuss differences and similarities between meal management techniques of homemakers who are employed and those who do not work outside of the home. Also compare the management techniques of persons from single parent and two parent families who share the responsibilities of meal planning and preparation. Make a list of factors which affect the decisions these persons have made, focusing on the special considerations which affect the decisions of single parents in relation to managing family meals.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Use TLA 1 to prepare a transparency showing the three family meal management situations to the students. Have them list factors affecting the meal planning decisions of each single parent. Focus the discussion of each factor on how meal management is similar or different for single parent families as compared to the situations of two parent families.

Student Directions:
Read each family meal management situation. Discuss the factors which seem most influential in their meal planning decisions. How does being a single parent family seem to affect the way they shop for, prepare, or serve meals? How might two parent families handle this differently?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 7. Identify principles of establishing effective work areas.
E.E. 8. Describe major and minor equipment needs.
E.E. 10. Identify factors affecting cost.
E.E. 11. Evaluate equipment cost vs. equipment features.
C. III. Manage family meals.
sc. **73. Manage time, energy, and equipment when preparing family meals.**

CONCEPT(S) AND GENERALIZATION(S):

Money, Time, and Energy Management of Family Meals
Single parents often are solely responsible for managing family meals, including planning and preparing meals which are satisfying and economical.

Well-planned and efficient use of common food preparation and storage equipment can save personal time and energy for single parents and enhance the nutritional quality of meals.

Simple preparation techniques which can be used quickly and with little effort tend to encourage the home preparation of meals and reduce the consumption of high cost convenience or fast foods.

OBJECTIVE(S):

1. Plan meals for a single parent family which incorporate efficient meal planning, food preparation and/or management techniques. (sc-78)

EVALUATION-Objective 1:

Teacher Note: Depending upon the capabilities of your students, you may wish to have pairs of students develop the menu and find the recipes for the holiday meal in this evaluation activity. The students could write their own descriptions of their planning decisions after completing the menu and recipe selections for the meal.

Plan a holiday dinner to be prepared at home by the parent in the single parent family described in TLA 2. Find recipes for each food to be prepared which will save time and energy and use equipment or preparation techniques which assist in making meal preparation more efficient and/or economical.

Write a description of how the foods selected for the meal and the recipes you chose will save time and energy in preparing the meal, cleaning up after the meal, and storing leftovers following the meal.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Prior to beginning this activity, teach students techniques for using cooking and storage equipment which can be used to save time, energy, or money in the preparation of family meals. Important pieces of preparation equipment to include are the pressure cooker, slow cooker or crockpot, microwave oven, and more standard pieces of equipment which do double-duty, such as the oven (for baking larger amounts of food or several food items at once) and the refrigerator/ freezer (for storing and preparing foods which are served cold). Important pieces of storage equipment to include are the freezer and refrigerator. In addition, discuss the pantry and other dry storage areas where food purchased more economically in larger amounts could be stored until needed.

Divide the class into groups, provide each group with the same description of a single parent family (TLA 2), and have them plan a one week menu for the family, with recipes and a cost breakdown of each meal. (You will need to provide them with ads from local grocery stores or have them go to a grocery store to find the prices of the ingredients of the foods selected for the menu.) Emphasize the common problems expressed by many single parents regarding lack of adequate time and money to buy groceries, lack of time or energy to follow recipes which require much preparation, the necessity of having to be responsible for the child(ren) while preparing meals or cleaning up afterwards, and the lack of other adult help in managing all aspects of meal preparation. Make sure the students account for these concerns when planning the meals for the single parent family.

Student Directions:
Plan a menu for one week for the single parent family described in TLA 2. When planning the meals, consider the parent's lack of time and money to buy groceries, lack of time and energy to make meals requiring a lot of preparation or cleanup, the need to be responsible for the child(ren) while preparing meals and cleaning up afterwards, and the lack of another adult to help in all aspects of meal management.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
This activity is intended as a follow up to the previous learning activity. Redistribute the completed one week menus to other groups in the class so that each group has another group's menu to examine.

Student Directions:
Examine the menu plan given to your group. List some ways the meals planned could help the parent keep to a tight budget, save time or personal energy in meal preparation and storage, or reduce clean up time after the meal. Pick one or two of the things from your list to share in a class discussion about menu planning for single parent families.

SINGLE PARENT FAMILY MEAL MANAGEMENT SITUATIONS

Situation #1

A 17 year old single custodial mother of a preschool age child who lives at home with her parents. Her mother and father both work full-time, and they buy the food for the household. The single mother wants to play a more active role in choosing what foods will be served and in learning to cook, although she does not arrive home from her after school job early enough to help with preparing the evening meal.

Situation #2

A 31 year old single custodial father of two children, ages five and eight. The father works as a waiter and must rely on a baby sitter (a teenager) to feed the children their evening meal because he has to work a 5 p.m. to 1 a.m. shift at the restaurant. He usually prepares their meals before he leaves for work, but sometimes he gives the sitter money to buy dinner. Even though it is easier for the father to have them eat out or order take-out food, he can not afford to do this often.

Situation #3

A 37 year old single custodial mother of three teenagers. Although the family has a very limited food budget, the teenagers complain because their mother will not buy more "junk" food. She is unhappy with them because they will not help with preparing meals or clean up, even though she works full-time and has little energy to cook when she arrives home. The children often miss meals because of their own activities, but when they arrive home, they expect to open the refrigerator and eat whatever they find, regardless of whether their mother is saving it to serve at a future meal.

MEAL PLANNING CASE STUDY

Single Parent: Mother, 35 years old. Works full-time until 5 p.m. Attends night classes two evenings per week, from 7-9 p.m. (Baby sitter cares for children.)

Children: Boy, 3 years old. Goes to a child care center all day. Must be picked up by mother before 6 p.m.

Girl, 7 years old. Goes to an after school care program at a local youth center. Must be picked up by mother before 6 p.m.

Boy, 14 years old. Cares for self at home after school.

The children eat lunch during the week at their schools or child care center.

Kitchen Equipment: Refrigerator/freezer, range with standard oven, crockpot, pressure cooker (6 qt.), pots and pans (variety of sizes), barbecue grill.

Financial Situation: Budget for food does not allow for expensive "extras," such as candy, chips, or soda pop. On one evening per week the family eats out at an inexpensive restaurant or orders a take-out meal such as pizza or fried chicken.

HOME MANAGEMENT SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 7. Apply management skills to achieve personal and family goals.
C. II. Use the management process.
sc. **6. Implement the management process.**

CONCEPT(S) AND GENERALIZATION(S):

Managing Tasks of a Single Parent
Single parents must manage all aspects of home and work life without the assistance of another adult.

OBJECTIVE(S):

1. Describe tasks related to a single parent family. (sc-6)

2. Plan a yearly calendar for managing family tasks in a single parent family. (sc-6)

EVALUATION-Objectives 1, 2:

You are writing a book, *How to be a Successful Single Parent.* One chapter is related to the tasks of a single parent family. Create a yearly calendar of events; for example, summer activities for children, involvement in PTA, scheduling health care needs, and other tasks that a single parent must handle. Make a schedule of events as an example for single parents who are reading your book so that they become aware of the responsibility of management of tasks that a single parent must handle.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define tasks of a single parent related to meeting needs of children and single parent. For example, tasks for parent and children might include being a Boy Scout leader, attending PTA meetings, scheduling yearly medical and dental appointments, helping children adjust to school, obtaining counseling if necessary, planning vacations, etc. Discuss how a single parent can manage these tasks through organization and planned implementation.

Student Directions:
As a group, suggest all of the tasks that a single parent must handle over a period of a year. Discuss how organization and planning can assist in managing the goal of accomplishing these tasks. In a group, create a yearly calendar to organize the task responsibilities that a single parent might have. In addition, create a "calendar of events" for when the children are three, six, nine, and twelve years of age. The calendars should reflect how a single parent can manage the tasks. How is the management process involved?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
After completing the above activity or appropriate activity, ask the students to make a detailed plan of how they could manage a specific situation. A good example might be managing a child's entrance into kindergarten. Factors for the students to consider might include immunizations, clothing , school supplies, emotional needs, etc. Use this task or suggest others which involve the student in management techniques.

Student Directions:
Specifically describe the steps necessary to manage the task of helping a child successfully begin kindergarten. Include aspects of this process such as completing enrollment forms, obtaining and documenting immunizations, securing adequate and appropriate clothing, helping the child to feel emotionally secure about attending school, purchasing school supplies, and other tasks. Use a calendar to make a time line for achieving these tasks. Describe what management processes are involved. What factors will a single parent need to take into consideration which a parent in a two parent family might not have to consider?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 17. Identify sources of family income and variations that occur during the family life cycle.

C. III. Manage family finances.

sc. **9. Identify sources of income.**

CONCEPT(S) AND GENERALIZATION(S):

Sources of Income

A single parent may have to rely on several sources of income in order to meet the financial needs for self and child(ren).

OBJECTIVE(S):

1. Identify and describe potential sources of income of a single parent for the general areas of the following: a) employment, b) child support from the noncustodial parent, and c) governmental assistance. (sc-9)

2. Describe a plan that a single parent might implement for securing an adequate income. (sc-9)

EVALUATION-Objectives 1,2:

Identify and describe a plan for securing adequate income as a single parent. Include several possible sources of income and specifically tell how these resources can be secured.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Obtain pamphlets, brochures, and other information from 1) career centers or school counselor; 2) selected local, state, or federal financial assistance programs such AFDC or WIC; and 3) the state attorney general's office or the juvenile court system. Provide students with the information from the written materials and give an overview of the information.

Student Directions:
Identify and describe potential sources of income for single parents. Use information provided about careers, assistance programs such as AFDC or WIC, and child support from the noncustodial parent. Make a comprehensive list of the sources of income that are available and describe the potential benefits from each. When describing careers, be specific about types of careers that would be well suited for a single parent, and the level of income for such careers. For the assistance programs, obtain specific information about rules for qualification, amounts of payments, and other relevant information. Obtain information from the attorney general's office or juvenile court system about requirements of payment of child support from a child's noncustodial parent.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
The activity described below should follow the above activity, or an activity which provides similar information.

Student Directions:
Using the list of sources of income prepared in the previous activity, make a plan which a teen single parent could implement to secure an adequate income. Make a plan for a single parent who is 22. Compare the two lists. How are they alike or different?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 19. Identify various family securities and ways families can be financially secure.
C. III. Manage family finances.
sc. **14. Outline ways to achieve family security.**

CONCEPT(S) AND GENERALIZATION(S):

Security
A single parent may find that achieving family security is difficult but can be attained through a willingness to organize and implement financial plans.

OBJECTIVE(S):

1. Define family security for a single parent family in relation to finances. (sc-14)

2. Outline specific ways that a single parent can achieve financial security of the family members. (sc-14)

EVALUATION-Objectives 1, 2:

Sharon, a single mother of three children recently completed a degree in geology and is beginning a career. Define what financial security would mean for Sharon. Suggest specific ways that she can achieve financial security.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Write a definition for the term *financial security* without including the actual term. Ask students to brainstorm possible terms that relate to this definition.

Student Directions:
React to the definition on the board by suggesting possible terms that are being described. Come up with a class consensus about what term is being identified. Discuss with the teacher what financial security for a family actually means in concrete ways. Give real life examples. Outline ways that a single parent can implement a plan to achieve the financial security of his or her family. Is financial security a realistic goal for a single parent?

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Define *financial security*. Provide students with information, including booklets or other literature, from a financial planning expert. Ask him or her to be a guest speaker in the class. Ask the speaker to address the present need for financial security for a single parent as well as a sense of financial security for the future.

Student Directions:
Obtain information about family security in relation to finances from a financial planning expert. After hearing the guest speaker, outline ways that a single parent can become secure in their present financial situation, as well as in their future situation.

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 25. Identify transportation expenditures and explore alternatives.
C. V. Manage a home.
sc. **27. Manage family transportation.**

CONCEPT(S) AND GENERALIZATION(S):

Transportation
Transportation is a necessary aspect of anyone's life, but for a single parent it may be a particular problem.

OBJECTIVE(S):

1. Describe a single parent's needs and/or problems in relation to transportation. (sc-27)

2. Suggest three transportation alternatives for a single parent and the positive and negative aspects of each. (sc-27)

EVALUATION-Objectives 1, 2:

Phil is a single father with custody of a six year old son and an eight year old son. He and his children live in a home that is 12 miles from Phil's work. The boys attend a school near to the house. Phil must get the boys to school by 8:45 a. m. and pick them up by 5:30 p. m. They attend an afterschool program. He must be at work by 8:00 a. m. and leaves at 5:00 p. m.

List three feasible plans for transportation that Phil should consider. What are the positive and negative aspects of these forms of transportation? Which of the suggestions would be most suitable for Phil at this time?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Define several means of transportation, such as *mass transit* and *carpooling*. Suggest possible transportation alternatives, with an emphasis on needs for a single parent with child(ren).

Student Directions:
With class members,suggest the potential transportation needs of a single parent and the types of transportation that might be available to him or her. What would be the positive and negative aspects of using the bus, carpooling, driving your own car, or using other means of transportation? How does having children effect transportation needs?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Provide specific information about factors to consider in relation to transportation for a single parent. For example, discuss a single parent's need to go to school and/or work and to take the child(ren) to day care. Suggest how various forms of transportation can be effective in meeting the needs of a single parent. Use the situations described below, or create additional ones so that the student can suggest ways to solve the problem of transportation as a single parent. Discuss the positive and negative aspects of transportation.

Student Directions:
For the following situations, suggest at least three transportation alternatives that a single parent can effectively utilize to meet his or her needs:

a) A single mother has a part-time job, attends school, and has a seven month old boy who stays in an individual day care home.

b) A single mother works full-time and has a three year old child who goes to preschool.

c) A single father is a full-time student, lives with his parents, and has custody of his five year old daughter who attends kindergarten.

d) A single father works full-time and attends a night class at the community college. He has two children, a daughter, eight and a son, four. The daughter goes to school and to after school care, and the son attends a preschool.

What are the positive and negative aspects for each of the forms of transportation that you suggested? What would be the best choice for transportation in each of the situations?

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 26. Describe the importance of family recreation and leisure time and the need to allocate time and money for these activities.

C. V. Manage a home.

sc. **28. Manage family recreation and leisure time.**

CONCEPT(S) AND GENERALIZATION(S):

Recreation and Leisure Time
A single parent may have limited time and money, yet needs to manage family recreation and leisure time to insure a healthy mental attitude.

OBJECTIVE(S):

1. Describe how a single parent can manage family recreation and leisure time. (sc-28)

EVALUATION-Objective 1:

Frank is a seventeen year old single parent with a two year old daughter, Jessica. He attends high school and works at a grocery store part-time. Frank wants to take Jessica to the beach for a weekend during the summer.

How can he manage this leisure activity? What factors must he consider? What alternatives in relation to travel, lodging, food, etc. must he consider? Is it possible for him to plan such a trip? What would be the advantages and disadvantages of a vacation for Frank and Jessica? What are the particular benefits for a single parent to have leisure activities?

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Ask three single parents to describe ways that they personally manage leisure time and recreation for their families. Suggest that they focus on the need for recreation and leisure time, the advantages and disadvantages to planning activities, the alternatives that are available, and specific ways to plan and implement leisure time and recreation activities, and the positive aspect of improving mental health. A specific concern to address might be the financial aspects of planning recreation. Make sure that they discuss even simple leisure time activities such as eating out or going to the movies, in addition to vacations, etc.

Student Directions:
Listen to a group of single parents describe how they manage leisure time and recreation. Write a brief synopsis of the points that they covered. Note whether all single parents utilize leisure and recreation times in the same way. Describe how a single parent can improve their mental health and reduce stress by engaging in leisure time activities.

LEARNING ACTIVITY-Objective 1:

Teacher Note:
Discuss with the students that a form of leisure or recreation may involve an outing or a vacation. Have students plan an outing that would be feasible for a single parent and his or her family. Give suggestions if necessary and encourage the students to consider all factors that would be involved. For example, the cost, safety, planning for the needs of the children, making arrangements, etc. The students might role play a situation of a family planning recreation time, particularly in the situation of having older children in the family.

Student Directions:
Plan an outing for a single parent and his or her family. Be detailed about the factors which should be considered and the positive and negative aspects of the excursion. How does a single parent benefit from leisure activities? (Note: Suggestions for leisure activities might be a trip to the zoo or a campout.)

HOUSING, HOME FURNISHINGS, AND EQUIPMENT

SEMESTER COURSE

MANAGING THE DUAL ROLE
ESSENTIAL ELEMENTS, COMPETENCIES, AND SUBCOMPETENCIES

E.E. 4. Identify principles which satisfy the psychological needs and well-being of family members.
E.E. 7. Identify economical methods for families to satisfy their housing needs and wants.
E.E. 8. Analyze ways housing is influenced by economic changes.
C. 1. Analyze the interrelatedness of the various factors affecting housing for individuals and families.
sc. 2. Analyze the influence of housing on individuals and families.

CONCEPT(S) AND GENERALIZATION(S):

Factors Affecting Housing Selection
Although the housing needs of individual family members in a single parent family generally are no different from those of persons in a two parent family, the single parent has the sole responsibility for choosing and providing a convenient, safe, and appropriate place for the family to live.

Noncustodial single parents who have their children come to stay overnight periodically for their scheduled visitation dates must provide adequate shelter for their children during the period of visitation.

OBJECTIVE(S):

1. Identify and describe ten considerations related to housing that a single parent should address when choosing a dwelling for the family. (sc-2)

2. Suggest important factors to be considered when choosing appropriate housing for noncustodial single parents who occasionally have their children come to stay with them in their homes. (sc-2)

EVALUATION-Objective 1:

Imagine that you are advising a custodial single parent who has two children and is looking for a place to live. The family consists of a mother who works full-time outside of the home and two children: a girl, 10 years old, and a boy, 12 years old. Identify ten housing factors you would advise the mother to consider when she chooses a dwelling that will provide a convenient, secure, and healthy environment for herself and her children in this hypothetical single parent family. Following each of the decision factors, write a sentence or two explaining specifically what you would advise the parent to do.

EVALUATION-Objective 2:

Imagine that you are advising the noncustodial father in a single parent family. His visitation arrangement with his children (a girl, age 10, and a boy, age 12) allows him to have them stay with him every other weekend. He plans to move from a one bedroom to a two bedroom apartment and wants to choose a dwelling that will meet his needs and provide for pleasant visits for his children. Identify ten housing factors you would advise the father to consider when choosing his new apartment. Following each of the decision factors, write a sentence or two explaining specifically what you would advise the parent to do.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Have students do this activity after they have a thorough knowledge of general factors influencing the choice of family housing, including family values, goals, and interests related to housing; family economic and social situations which affect housing choices; types of housing; space allocation and arrangement; and how to select a safe, convenient, and affordable neighborhood in which to live. If there are realtors or leasing agents in your community, invite them to speak with the class about how they advise prospective buyers or renters about factors to consider in housing selection.

Divide the class into two groups and have each student pair with another student. Pairs of students in one half of the class will be assigned roles as "housing selection advisors" and the students in the other half of the class will role play custodial single parents who are in the process of selecting housing for themselves and their child(ren). Use TLA 1 for the housing advisors to complete during the session with the hypothetical single parent.

Have the students who are role playing single parents complete TLA 2 prior to beginning the actual role play. The students should select the number and age of children in their hypothetical single parent family, the income of the family, and other details about the family which may affect housing selections (such as pet ownership or preference for a type of housing or particular neighborhood). Assist them in developing a realistic family situation, especially in terms of income. If you have students in your class who are single parents, they may use details about their own family at present or as it will be in five or ten years from now in the role playing situation. In order to begin the actual role play, randomly assign teams of housing advisors to work with the single parents. You may wish to rotate the single parents once or twice so that they have the opportunity to get advice from more than one team of housing advisors.

Student Directions:
Each student assigned to play the role of "housing selection advisor" should team with another student and prepare to advise single parent families about housing availability and appropriate selections of housing in the local community. If possible, housing in the low, medium, and high average range of cost should be identified. The housing selection advisors should be prepared to give advice about housing factors pertinent to the particular single parent's situation. Unlike realtors or leasing agents, the housing advisors in this role play do not have the goal of selling or renting a specific housing unit, but rather to help the single parents consider the range of housing alternatives and factors that should be taken into account in choosing appropriate housing for the family.

Following the role play, discuss your responses. List the housing factors which the housing advisors and single parents addressed in discussing the range of housing possibilities for their families. Those who played single parents describe to the class details about your hypothetical families and indicate what you would have selected in an actual situation and why.

LEARNING ACTIVITY-Objectives 1, 2:

Teacher Note:
Repeat the role play as described above, but have the students who previously played housing advisors change roles and play noncustodial parents who are selecting appropriate and adequate housing so that their child(ren) can come to stay with them periodically. Those who played single parents previously should play housing advisors in this activity.

Student Directions:
Role play the parts of housing advisors and noncustodial single parents for this activity. In a subsequent class discussion, analyze differences and similarities in housing selection considerations of a noncustodial parent when compared to those of a custodial parent.

HOUSING SELECTION ADVISING SESSION

Write a brief description of the unique housing preferences of this single parent family :

List five major suggestions you made to this single parent and write a sentence or two following each that explains why you think this is an important housing decision consideration for this single parent family.

Suggestion 1:

Why this is important to consider:

Suggestion 2:

Why this is important to consider:

Suggestion 3:

Why this is important to consider:

Suggestion 4:

Why this is important to consider:

Suggestion 5:

Why this is important to consider:

HOUSING CONSIDERATIONS FOR A SINGLE PARENT FAMILY

Create the following information about your hypothetical single parent family:

Parent's Name: _____

Parent's Age: _____

Parent's Occupation: _____

Average Monthly Income of Family (Include child support payments.): _____

Number of Children: _____

Names, Ages, and Sex of Children: _____

_____

_____

_____

_____

Type and Size of Family Pets (if any): _____

_____

_____

Special Housing Preferences of Family Members: _____

_____

_____

_____

_____

_____

_____

APPENDICES

VOCABULARY LIST

authoritarian guidance-discipline of a child by a parent or other adult in which unquestioned obedience is required; physical punishment is common; and the child is expected to accept rules without question.

caregiver-a person who provides care (physical and/or emotional) for another person.

car pool-an arrangement by a group of people in which each person takes turns driving his or her car and carries the other passengers.

child support-court ordered financial support to be given to the custodial parent by the noncustodial parent.

custodial single parent-the person who legally has responsibility for the guardianship of the child(ren).

democratic guidance-discipline in which the parent or other adult seeks to help the child learn to control himself or herself by learning rules and reasons for following them; praise rather than punishment is the desirable reinforcement; and the ultimate goal is the child's self-discipline.

divorce decree-a legal document giving the conditions of a specific divorce.

emotional health needs- conditions related to emotional well-being.

emotional development-maturing over time in the area of emotional expression.

emergency leave-time-off granted by an employer to an employee for emergency reasons and for a limited period of time.

external stress-stress caused by conditions in the environment or by other people.

financial security-sufficient money to meet needs; freedom from doubt or anxiety concerning money.

financial supporter-one who provides financial support for another person.

frustrating situation-a situation which tends to produce or is characterized by frustration.

happiness-a state of well-being and contentment.

homemaker-a person (male or female) who has some responsibility for the home.

internal stress-stress arising from situations internal to the person.

latchkey children-children who are responsible for their own before school or after school care at home.

mass transit-a means of transporting large groups of people from one place to another (usually by bus, subway, or train).

mental health-relating to the total emotional and intellectual response of an individual to his or her environment.

needs-something required or necessary.

negative reinforcement-use of punishment or other unpleasant actions to shape behavior.

noncustodial single parent-the parent who does not have legal responsibility for the guardianship of the child(ren).

nurture-to nourish or to provide emotional and/or physical care for another person.

permissive guidance-discipline in which the child has nearly complete freedom; few rules are stated to the child by any adult; and the child learns from the results of his or her actions that an act was right or wrong.

overtime-time on the job beyond the normal or established work hours.

parent and child relationships-state of affairs existing between parent and child.

personal leave-time off from work for personal reasons.

positive reinforcement-use of reward or praise to shape behavior.

psychological needs-needs related to mental and emotional well-being.

reciprocal-the sharing of rights and responsibilities to one another by two or more individuals or between an individual and an organization, institution, or societal group.

relationships-connected or related in some way.

role-a function or position performed or held by a person.

role overload-a situation in which an individual is required to perform too many different or time- and energy-consuming tasks, to deal with too many different expectations of other people, or to make too many rapid changes in behavior patterns, resulting in an inability to perform his or her roles adequately.

routine-habitual or mechanical performance of a task or an established procedure.

sibling-one of two or more individuals having one common parent.

sick leave-leave taken as a result of personal illness.

single parent family- a family headed by one parent (father or mother).

split shift-a shift of working hours divided into two or more working periods at times separated by more than normal periods of time off.

standard of living-the necessities, comforts, and luxuries desired by an individual or group.

stressful situation-an occurrence, momentary or long-lasting, with which it is difficult for a person to cope.

task-an assigned piece of work.

vacation-time off from work (may be paid or unpaid) or from school; time used for pleasure or relaxation.

wage earner-one who works for pay (wages or salary).

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